



UMASS DONAHUE INSTITUTE • APPLIED RESEARCH & PROGRAM EVALUATION

## **Integrating College and Career Readiness (ICCR) Demonstration Initiative**

### **Annual Report**

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Prepared for the Massachusetts Department of Elementary and Secondary  
Education

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## Executive Summary

The Massachusetts Department of Elementary and Secondary Education (ESE) funded five school districts—Chicopee, Gill-Montague, Hampden-Wilbraham, Northbridge, and Weymouth—to serve as demonstration sites for the Integrating College and Career Readiness (ICCR) Demonstration Initiative. The purpose of this competitive grant program is to provide start-up support to districts to create a comprehensive approach to college and career readiness through the creation and integration of activities that mutually support both academic and workplace-readiness goals for all students in grades 7–12.

All five of the districts used the 2013–2014 school year as a planning year and the 2014–2015 school year for program implementation. This report highlights key findings from the implementation year, gathered through grantee meetings, site visits, interviews and surveys with ICCR personnel and student participants, and document review.

### Successes

District representatives were asked to identify successes of their grant’s implementation phase. Reported successes were fairly consistent across the five sites, and a summary of the most frequently cited successes is provided below.

- **Strengthened Communication and Collaboration between Middle School and High School** – All districts included representatives from both their middle school(s) and high school(s) on their ICCR teams. Almost all ICCR team members reported that participation in the ICCR grant resulted in increased communication about promoting college and career readiness (CCR) between the middle school and high school, with approximately half describing the extent of increased communication as ‘great.’
- **Increased Support from Key Stakeholders for Implementing ICCR Activities** – Participation in the ICCR grant resulted in increased support from multiple stakeholders for adding or improving college and career readiness activities, with the largest impacts reported for guidance counselors and district administrators. Approximately two-thirds of ICCR personnel reported that participation in the grant increased support from both middle school and high school counselors to ‘a great extent.’ Approximately half of ICCR personnel noted a great increase of support from district administrators.
- **Implemented or Expanded Career Development Education (CDE) Activities** – The most frequently utilized ICCR strategy across all five districts was the development and expansion of career awareness, exploration, and/or immersion activities starting by grade 7. The majority of these were career awareness activities, including career interest inventories/assessments, career speakers, career days or career fairs, college- and career-related field trips, career awareness family events, and college and career readiness lessons and activities integrated into advisories. Three districts also introduced or expanded their existing career exploration and immersion activities. Examples include Northbridge launching a Career Academy program, Chicopee expanding an integrated career readiness unit and interviewing event, and Hampden-Wilbraham expanding their Hot Jobs 4 U job shadow program.
- **Initiated Individual Learning Plan (ILP) Process, Primarily with Younger Students** – All five districts introduced the ILP process to at least part of their student population, with the primary focus on younger students. “The ILP is a student-directed, multi-year, dynamic tool that maps academic plans, personal/social growth, and career development activities while taking into account the student’s unique,

self-defined interests, needs, and goals for the attainment of postsecondary success.”<sup>1</sup> The five districts utilized the following online planning tools to document the ILP: Career Cruising, MassCIS, Naviance, and Your Plan for the Future. More than 1,500 students in grades 6 through 9 across the five districts began the ILP process.

- **Improved Utilization of Guidance Counselors Supporting College and Career Readiness** – Middle and high school counselors were integrally involved in developing and implementing new ICCR lesson plans for use in advisories, ILPs, and career awareness events. Four districts reported an increase in the percentage of time that counselors spend developing, facilitating, implementing, and supporting activities within the guidance curriculum for at least one of their school levels (averaging a 10% increase). Moreover, increased communication and collaboration between school levels provided students with a more streamlined transition between schools. Nearly all middle school ICCR personnel reported that participation in the ICCR grant led to improving students’ transition to high school.
- **Increased Outreach and Collaboration with Community Partners** – Under the ICCR initiative, the five districts created new partnerships and expanded existing collaborations with more than 125 local employers, post-secondary institutions, workforce development agencies, and community-based organizations to enhance college and career readiness programming for middle school and high school students. Community partners engaged in numerous CCR-related activities, including career fairs, college site visits, workplace site visits and job shadowing, career speaker series, student and parent workshops, informational interviews, and internship experiences.

ICCR team members identified the following factors most often as responsible for the successes in their first implementation year.

- **Inclusion of a Planning Year** – All districts noted the inclusion of a planning year as a critical element of their success. The extended planning period enabled all teams to be strategic and realistic about their selected ICCR strategies and modes of implementation, and provided time for small-scale piloting of career readiness initiatives. This year also supported collaboration and team building within and across schools and between districts, and allowed planning team members the opportunity to gather input from and educate key stakeholders on the importance of integrating college and career readiness cohesively and systematically into the middle school and high school experience.
- **Dedicated and Motivated Planning Team** – All districts noted the importance of dedicated and motivated planning team members along with strong leadership on ICCR planning teams. Consistent collaboration among members and defined roles and responsibilities were viewed as essential to success. In addition, several respondents noted the importance of diverse stakeholder representation on planning teams to offer varying viewpoints. Respondents also noted the importance of a commonly held belief among team members that ICCR is important and has positive impacts on students.
- **Gaining Support from School and District Leaders** – All districts noted the importance of gaining support and buy-in from both district-level and building-level administrators. This support was increasingly important when implementing new initiatives.
- **Building Awareness and Support for College and Career Readiness Initiatives** – Districts noted that promoting awareness of the importance of CCR for students is a lengthy and often challenging process. It is critical to gather support from all key stakeholders—administration, teachers, parents, students, and community—to ensure that the initiatives are realistic, effective, and sustainable.

<sup>1</sup> From Massachusetts Guide for Implementing Individual Learning Plans (ILP): Preparing ALL Students for Success after High School. Massachusetts Department of Elementary and Secondary Education, June 2015.



- **Building on Established CCR Initiatives and Relationships** – ICCR personnel highlighted the importance of building on established activities and relationships as a means to garner additional buy-in and support. Furthermore, participants discussed the advantages of piloting activities with established collaborators and dedicated partners or teachers prior to implementing on a large scale.
- **Dedicated Funding and Support** – All districts cited the importance of receiving dedicated funding and technical assistance from ESE to move their ICCR initiative forward.

## Challenges

While the districts had numerous successes in adding and improving college and career readiness education, several common challenges were cited. Based on site visit and survey findings, the most commonly identified challenges to advancing the ICCR initiative were

- Identifying available time for planning, scheduling, and adding college and career readiness education and activities into the busy school day.
- Gaining active support and buy-in from school building administrators to prioritize and promote implementation of CCR activities.
- Promoting understanding and support from teachers of the importance of integrating career development education and activities into the classroom and advisory period.
- Ensuring consistent implementation of CCR activities across participating staff.

Underlying all of these challenges is the universal and primary concern of sustainability. The question of whether these ICCR initiatives could survive over time without additional funding was a mainstay in ICCR team discussions and decisions.

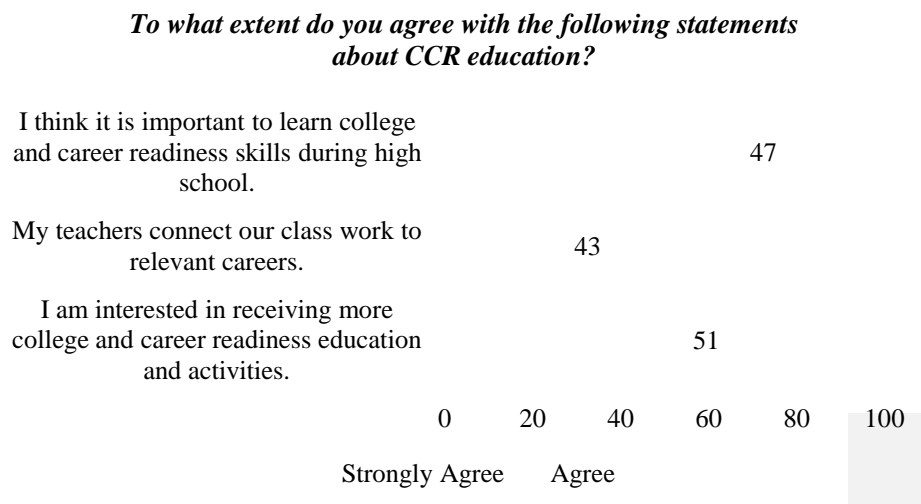
## Student Outcomes

More than 1600 middle and high school students completed surveys, providing feedback on college and career activities. Key findings include:

- **Strong Student Interest in College and Career Readiness Education and Activities** – Nearly all middle school and high school students surveyed agreed that it is important (95%) and enjoyable (87%) to learn CCR skills during school. While the vast majority (86%) reported that their school is offering ways to better develop their future education and career plans, only half agreed that teachers connect class work to relevant careers. Eighty-five percent of students were interested in receiving more college and career readiness education.

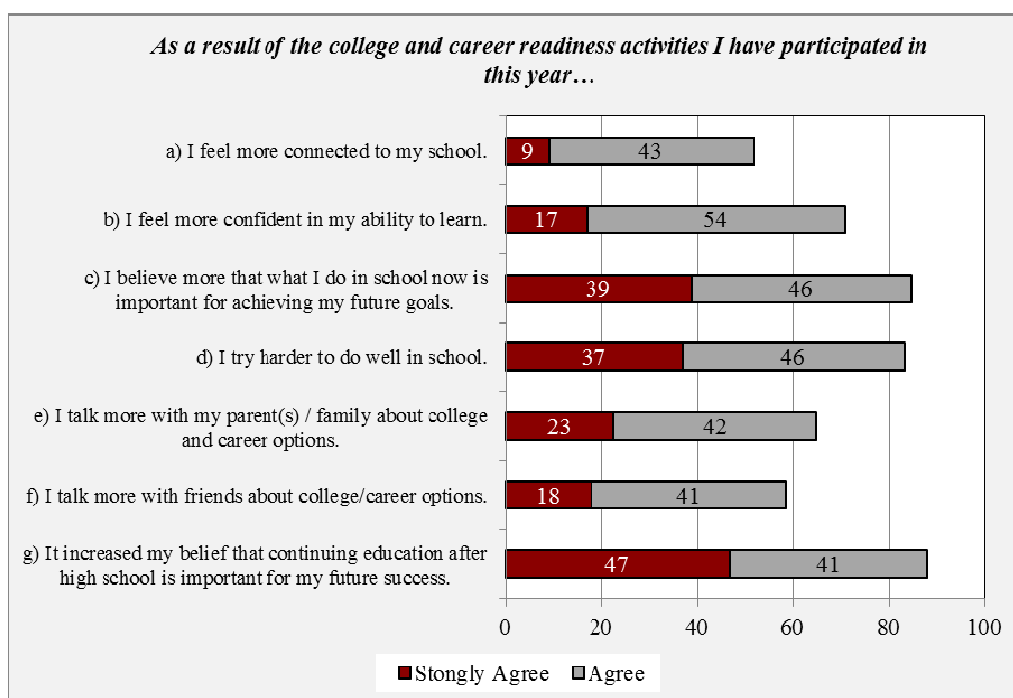


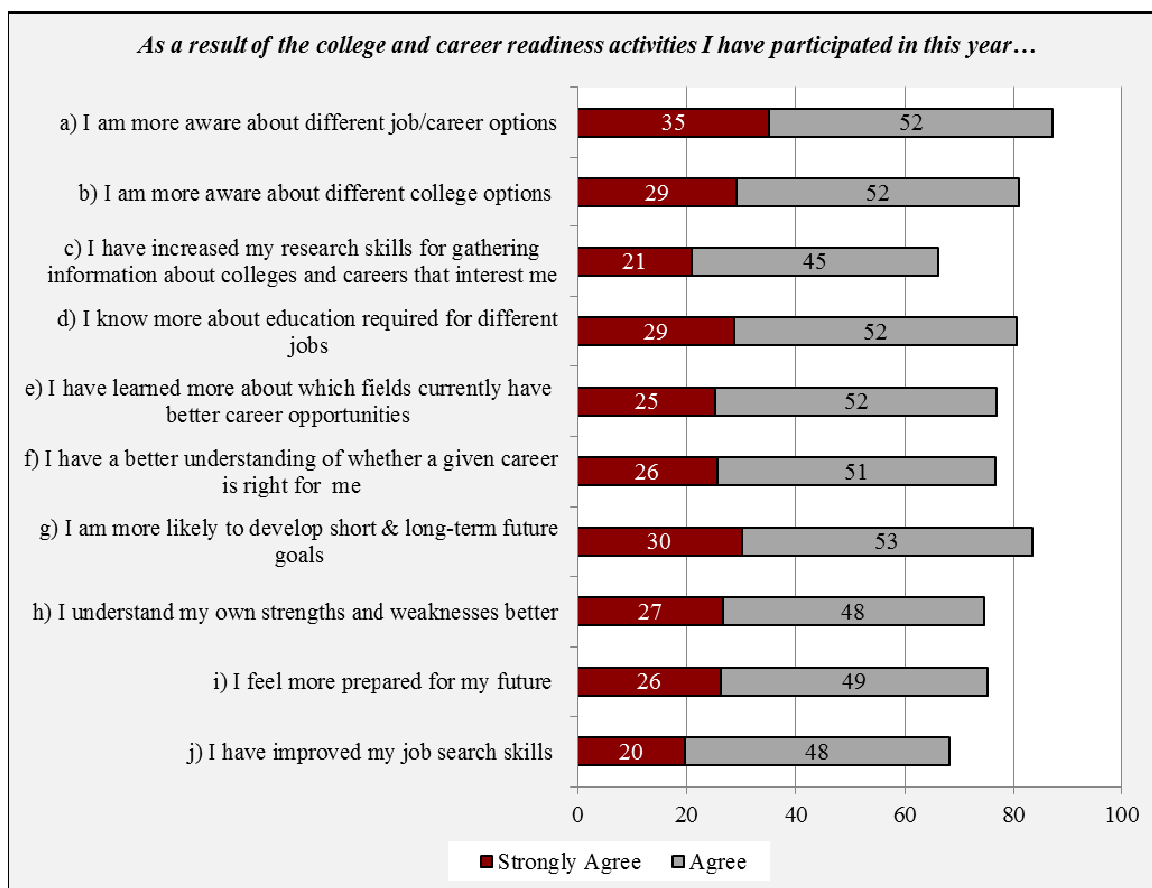
**Figure 1: Middle School and High School Student Survey: Level of Agreement with Statements about College and Career Readiness**



- **Improved CCR-Related Skills, Attitude, and Awareness** – The largest benefits of participating in this year’s college and career readiness activities cited by both middle school and high school students follow:
  - Increased belief that continuing education after high school is important for future success
  - Increased belief that what I do in school now is important for achieving future goals
  - Increased effort to do well in school
  - Increased awareness about job and career options

**Figure 2: Middle School and High School Student Survey: Academic & Personal / Social Impacts of Participation in CCR Activities**



**Figure 3: Middle School and High School Student Survey: Impacts of Participation in CCR Activities**

- **Importance of Initiating College and Career Readiness Activities Early in Student Process** – While both middle school and high school students cited numerous benefits to participation in CCR activities, middle school students reported stronger impacts of CCR participation when compared with high school students. Middle school student responses were significantly higher (‘strongly agree’) than high school students for each of the following statements:

- Increased belief that continuing education after high school is important my future success
- Increased belief that what I do in school now is important for achieving my future goals
- Increased effort to do well in school
- Increased confidence in my ability to learn
- Increased awareness about job and career options
- Increased likelihood of developing short- and long-term goals

Similar results were found in the ICCR personnel survey, in which ICCR personnel reported stronger outcomes for middle school students across the majority of measures.

- **Importance of Work-Based Learning Activities in High School** – Approximately 200 high school students participating in career immersion activities—including internships, co-op learning experiences, career academies, and senior capstone projects—completed a brief survey about the impacts of participating in work-based learning experiences. Approximately 80% of students surveyed reported that participation led to increased professionalism, communication skills, teamwork skills, workplace-specific

knowledge, and completion of tasks/projects, as well as useful mentoring and guidance about education and career opportunities. Furthermore, it is important to note that students who elected to participate in career exploration and/or immersion activities reported stronger impacts to their college and career awareness and readiness skills, as well as personal/social and educational attitudes and goals. Across every measure, students enrolled in these more in-depth, hands-on CCR experiences were significantly more likely to report receiving academic, personal/social, and workplace-readiness benefits compared with 11th- and 12th-grade students receiving CCR-awareness activities available to all students.

## Key Lessons Learned / Suggestions for Other Districts

Finally, ICCR personnel were asked to reflect on their two-year ICCR initiative and offer any key lessons learned that would assist other districts in advancing college and career readiness initiatives. Suggestions include:

- **Building Awareness** that college and career readiness is essential for students, and that it permeates into all aspects of education, is a critical but slow process.
- **Inclusive Planning Process** – Be as inclusive as possible during planning stages, promoting and marketing ICCR efforts to wide array of stakeholders – administration, teachers, counselors, students, parents, and community - across all school levels. Find out what key stakeholders want and include those common themes in your ICCR plan. Educating and engaging stakeholders early and often will increase likelihood that planned activities are realistic, effective, and sustainable.
- **Gaining Administrator Support is Critical** – Involve district and building administrators from the beginning to get their input and to gain a sense of how to tie into your school culture and school improvement plan. Administrator buy-in and support and crucial for effectiveness and sustainability.
- **Utilize Students and Parent Volunteers** – Identify parent volunteers to champion your CCR initiative. Invite these parent volunteers to present their support at school board/committee meetings, faculty meetings, and open houses. Solicit feedback early and often from student representatives across all involved grade levels, leading to improved CCR services and greater student support.
- **Strong Communication and Collaboration between the Middle School and High School** – A strong middle school – high school connection is critical for success.
- **Well-Defined Roles and Open Communication across Grade Levels** – Open communication and well-defined roles and responsibilities for staff across roles and grade levels is critical. This will lead to a CCR plan that builds seamlessly for students and reduces duplication of activities across roles and grade levels. Identify key teachers to partner with and help promote college and career readiness. Keep your goals clear and measureable so successes can be celebrated.
- **Develop a Comprehensive Plan** – It is important to see the trajectory outside of the boundaries of elementary, middle and high school and begin to look more at the coherent and developmental flow from school entry to graduation. Then, identify your plan by grade level using existing resources and what could be expanded with additional resources. It is important to ensure that a solid CCR program is implemented across each grade level with fidelity and that it builds seamlessly across grades and schools for all students.
- **Importance of Starting College and Career Readiness Early in Student Experience** – Middle school students are highly engaged and interested in CCR initiatives. “Incorporating discussions of college and career puts education in a different light for many students and is an integral part of students’

understanding the importance of education.” Earlier discussions and services at the middle school level can lead to better choices and preparation as move toward / through high school.

- **Building Off of Established Activities** – Focus on what you have that can be utilized and improved rather than on what you do not have. Work with already existing structures or programs within your school, such as advisory, faculty meetings, classes, or clubs.
- **Make Direct Links Between Academics and Future College and Career Options** – Whether during academic class time or during advisory, faculty need to communicate with students “why they are doing what they are doing”, building students’ understanding that school is relevant to their future. “This also helps students know that the district wants them to succeed.”
- **Outreach to Community Businesses and Organizations** – Utilize your community partners in as many career awareness, exploration and immersion activities as possible. Students respond favorably to hands-on and direct interactions with representatives of local employers, colleges and universities, and community organizations. These opportunities inspire students with an array of potential future opportunities.
- **Building Foundation Skills is Vital to Success of CCR Initiatives** – ICCR personnel and their local employer partners point to the need for students to improve their foundation skills. Employers noted that they can teach students specific work skills but students need to learn to act, dress, and communicate professionally.

## Introduction

In October 2013, the Massachusetts Department of Elementary and Secondary Education (ESE) funded five school districts—Chicopee, Gill-Montague, Hampden-Wilbraham, Northbridge, and Weymouth—to serve as demonstration sites for the Integrating College and Career Readiness (ICCR) Demonstration Initiative. The demonstration sites are tasked with creating a comprehensive approach to college and career readiness through the development and integration of curricula and activities that mutually support both academic and workplace-readiness goals for all students in grades 7–12. The goal of the grant program is to support districts in their work to promote student engagement, enhance academic achievement, support social-emotional development, and provide workplace-readiness skills that will lead to more students graduating from high school who are ready for career and postsecondary success.

Based on recommendations from the 2012 “From Cradle to Career: Educating our Students for Lifelong Success” report,<sup>2</sup> the grant provided the five selected districts with two years of funding to plan and implement strategies that engage key stakeholders and increase the availability of college and career readiness (CCR) activities for students. Demonstration sites were expected to work towards one or more of the following eight strategies:

- **Career Development Education** – All students participate in career readiness activities starting at least by grade 7,
- **Massachusetts Work-Based Learning Plan (WBLP)** – All students use the Massachusetts WBLP to set goals and assess learning when participating in workplace experiences,
- **Individual Learning Plan (ILP)** – All students participate in the development of an ILP to manage their educational and career pathways,
- **Expanded MassCore** – All students have the opportunity to complete an expanded MassCore, which integrates career readiness activities into a rigorous high school program of study,
- **Increased Student Leadership Role** – Students play an active leadership role in developing an evaluation of an integrated academic and career readiness system,
- **External Partnerships** – Districts develop and expand partnerships with employers and local workforce development agencies to enhance college and career readiness programming,
- **Massachusetts School Counseling Model (Mass Model)** – Districts implement the Mass Model at the high school level, with the option to do so at the middle school level, and
- **Integration of Academic and Career-Related Curriculum** – Districts create and expand collaborative team time for teachers to work on the integration of academic- and career-related curriculum.

All five districts used the 2013–2014 school year as a planning period, and focused on program implementation during the 2014–2015 school year.

The ICCR Demonstration Initiative is being evaluated by the University of Massachusetts Donahue Institute (UMDI). The primary goals of the evaluation include:

- Documenting the planning and implementation process of the five demonstration sites,
- Providing ongoing feedback to support program planning, implementation, and improvement,

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<sup>2</sup> From Cradle to Career: Educating our Students for Lifelong Success. Massachusetts Department of Elementary and Secondary Education, June 2012.

- Measuring program impacts on participating students, as well as changes to district, schools, and external partners, and,
- Exploring the potential for sustainability and scalability of ICCR programs.

More specifically, district teams were asked to conduct the following tasks during their implementation stage:

- Begin implementing programmatic changes identified during the ICCR planning stage to promote college and career readiness for middle school and high school students,
- Attend two ICCR grantee meetings to share progress, challenges, and lessons learned throughout the implementation year,
- Organize a district site visit where UMDI evaluators would meet with both key personnel and student participants to learn more about ICCR activities underway.
- Complete necessary data collection activities to document changes underway in their district during the 2014–2015 school year.

This annual report presents both cross-site and district-specific findings from the ICCR implementation year.

## Methodology

Between September 2014 and June 2015, UMDI participated in or conducted the following activities:

- **ICCR Grantee Meetings:** Observed two ICCR grantee meetings to learn about district progress and challenges, and provided evaluation plan overview and key findings from the ICCR planning stage.
- **Document Review:** Reviewed ESE and district documents in order to build knowledge about program components and grantees' planning and implementation plans. These documents included funding proposals, implementation plans, self-assessment rubrics, district-created PowerPoint presentations, and resources related to the eight ICCR strategies.
- **District Site Visit:** Conducted day-long site visits at each of the five demonstration sites. Site visits took place between November 2014 and March 2015 and included visits to both the participating middle schools and high schools. During site visit, UMDI discussed and observed (when possible) initial implementation of ICCR program components with key personnel and conducted student focus groups. The interviews and focus groups followed a semi-structured protocol, asking key personnel and student participants to describe and provide feedback on college- and career-related activities in place this school year.
- **Student Survey:** UMDI developed a brief survey (see Appendix B) for both middle school and high school students to explore students' perceptions of college and career readiness services and activities and identify key benefits and impacts of participation. It is important to note that students were asked to reflect on all school-related college and career readiness activities they participated in during the year rather than solely those implemented and expanded under the ICCR grant. School personnel determined the best means of survey implementation (online or paper) and administered the surveys in March and April 2015. The survey consisted almost entirely of closed-ended response items. More than 1600 middle school and high school students completed the ICCR student survey. Responses by district are presented in Table 1 below.

Table 1. Student Survey Results: Responses by District			
District	# of Middle School Student Surveys Completed	# of High School Student Surveys Completed	Total
Chicopee	349	69	418
Gill-Montague	98	138	236
Hampden-Wilbraham	0	0285	285
Northbridge	157	61	218
Weymouth	259	213	472
<b>Total</b>	<b>863</b>	<b>766</b>	<b>1,629</b>

- **ICCR Personnel Survey:** Distributed an online survey (see Appendix A) in May 2015 to the 86 planning team members and personnel actively working on implementing ICCR changes. Key contacts were identified by the five participating districts. The survey consisted primarily of closed-ended response items, and gathered information about implementation challenges, accomplishments, and key lessons learned. Fifty-two ICCR personnel completed the survey, for a 61 percent response rate. Response rates by district are presented in Table 2.



<b>Table 2: Personnel Survey: Response Rate by District</b>			
<b>District</b>	<b># of ICCR Planning Team Members &amp; Related Personnel</b>	<b># of Survey Respondents</b>	<b>Response Rate</b>
Chicopee	15	10	66.7%
Gill-Montague	16	12	75.0%
Hampden-Wilbraham	31	16	51.6%
Northbridge	16	9	56.3%
Weymouth	8	5	62.5%
<b>Total</b>	<b>86</b>	<b>52</b>	<b>60.5%</b>

- ICCR Implementation Year Workbook:** ICCR team leaders were asked to update the ICCR Baseline and Planning Year Workbook, which documented baseline college and career readiness program and student participation data from the 2013-2014 school year. Team leaders updated the Excel workbook to highlight programmatic changes and impacts from the current school year (e.g., current career development education activities, number and type of current external partners, student participation rates) at the middle school and high school levels. All districts completed their workbooks.

Qualitative data from the interviews and surveys were analyzed to document emergent or recurring themes related to ICCR program planning. These data were analyzed using a standard qualitative technique that involves multiple reviews and readings of the data. Descriptive statistics were calculated for quantitative data from the survey and workbook. Both quantitative and qualitative data were analyzed across all responses as well as by district.

## Results

The Massachusetts Department of Elementary and Secondary Education (ESE) funded five school districts—Chicopee, Gill-Montague, Hampden-Wilbraham, Northbridge, and Weymouth—to serve as demonstration sites for the Integrating College and Career Readiness (ICCR) Demonstration Initiative. While each of the districts is unique in terms of their college and career readiness activities originally in place and strategies implemented, interviews and surveys with ICCR personnel and participating students highlighted many cross-district findings. In general, team leaders felt there were pockets of successful college and career readiness activities in place at their high school(s) prior to their work on the ICCR grant, but that these activities and curricula were often not institutionalized or integrated in a coordinated scope and sequence for all students. Moreover, middle school students generally had limited exposure to college and career awareness education or activities. Through the two-year grant, these five districts have promoted the importance of college and career readiness to key stakeholders and increased the scope of relevant services at both the middle school and high school levels. This report presents cross-site findings from the ICCR implementation year and highlights district-specific successes, challenges, and impacts in the following chapters.

### Strategies and Implementation Year Activities

As highlighted in the introduction, ICCR grantees were expected to work towards one or more of eight strategies to engage key stakeholders and increase the availability of career readiness programs for students. The most commonly selected strategies across the five districts were:

- **Career Development Education** – The most frequently utilized ICCR strategy across all five districts was the development and expansion of career awareness, exploration, and/or immersion activities starting at least by grade 7. The majority of career development education activities developed or expanded were career awareness activities, including career interest inventories/assessments, career speakers, career day or career fair, college- and career-related field trips, and career awareness family events. Three districts also introduced or expanded their existing career exploration and immersion activities. Examples include Northbridge's launching of a Career Academy program, Chicopee's expansion of an integrated career readiness unit and interviewing event, and Hampden-Wilbraham's expansion of their Hot Jobs 4 U job shadow program.
- **External Partnerships** – Under the ICCR initiative, the five districts created new partnerships and expanded existing collaborations with more than 125 local employers, post-secondary institutions, workforce development agencies, and community-based organizations to enhance college and career readiness (CCR) programming for middle and high school students.
- **Individual Learning Plan** – All five districts introduced ILPs to a sample of their student population, with the primary focus on younger students. More than 1,500 students in grades 6 through 9 across the five districts initiated an ILP for the first time to help manage their educational and career pathways. Only one district, Chicopee, had an established ILP process at their participating middle schools and high schools prior to participation in the ICCR grant. Chicopee continued to systematize the ILP process into the middle school experience and expanded the ILP process to 200 6th graders at Fairview Middle School during the 2014–2015 school year. In Weymouth and Hampden-Wilbraham, middle school counselors initiated an ILP process with all 7th- and 8th-graders, reaching more than 1,000 students. Furthermore, Gill-Montague, Hampden-Wilbraham and Northbridge piloted an ILP process with at least a sample of their 9th graders, reaching more than 300 students.

- **Massachusetts School Counseling Model (Mass Model)** – This strategy aimed to increase utilization of school counselors for providing developmental guidance on college and career readiness to students. Under the ICCR grant, four of five districts reported a 5–10 % increase in counselors’ time developing, facilitating, implementing, and supporting college and career readiness activities within the guidance curriculum this year as compared with last year.

## Program Impacts

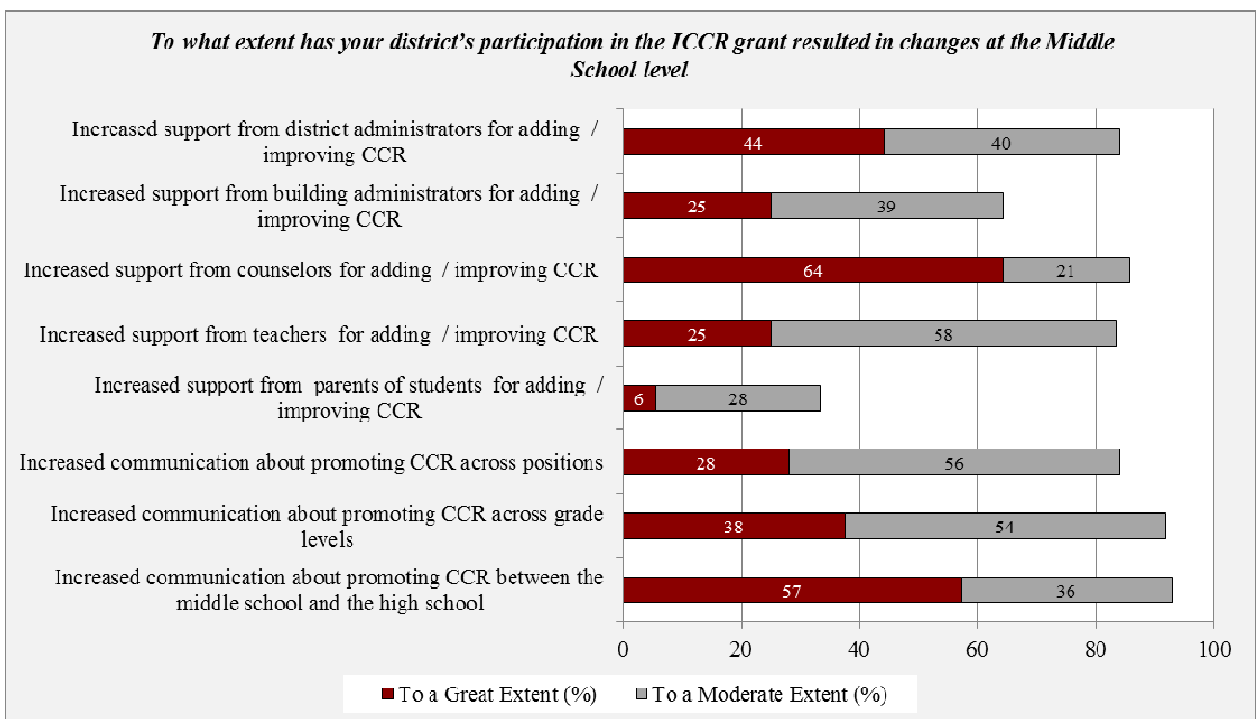
All ICCR planning team members and key personnel involved in implementing the ICCR initiative were asked to complete a survey that allowed them to reflect on their ICCR implementation year accomplishments, factors for success, and challenges. Sixty percent of the ICCR-related personnel responded to the survey. First, team members were asked to rate the extent to which their district’s participation in the demonstration grant resulted in increased communication about, and support from key stakeholders for adding or improving college and career readiness activities.

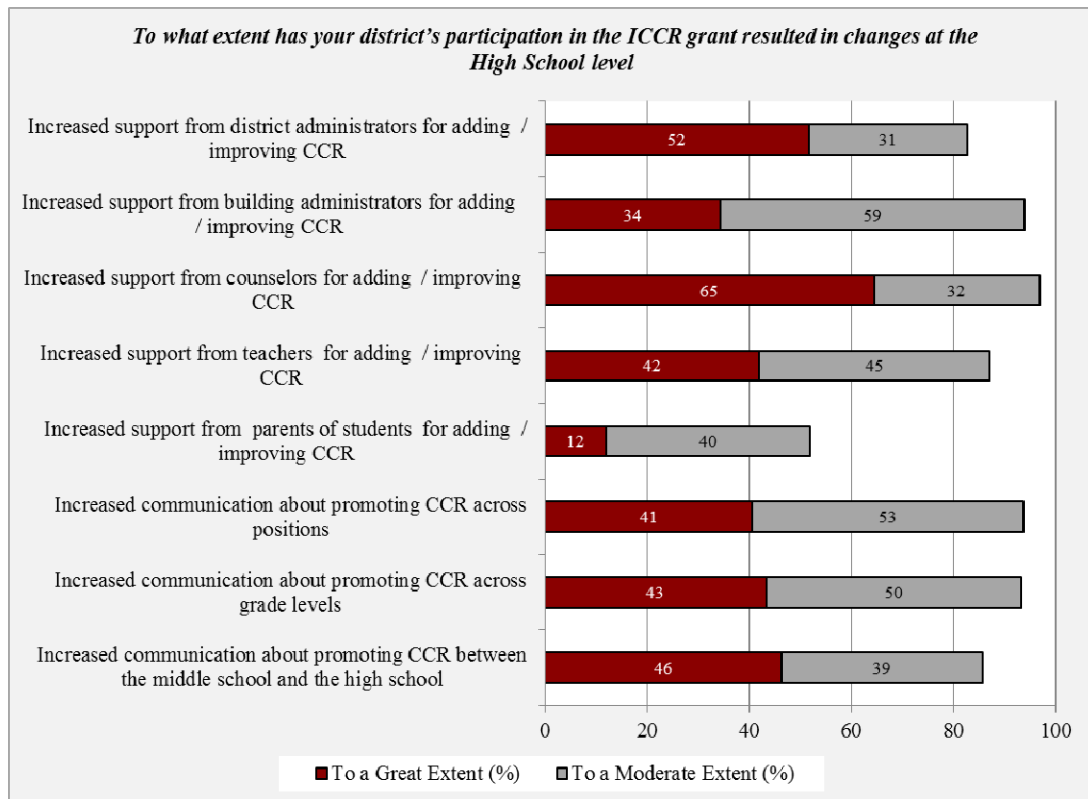
As highlighted in the following figures, the vast majority of team members reported that their district’s participation in the ICCR initiative resulted in increased support for and communication about promoting CCR, with the greatest impacts on the following:

- **Increased communication about promoting CCR between middle and high schools,**
- **Increased support from middle school and high school counselors for adding or improving CCR activities, and**
- **Increased support from district administrators for adding or improving CCR activities at both middle and high schools.**

As a whole, districts were less successful in increasing support from parents and middle school building administrators.

**Figure 4: Personnel Survey: Changes in Support and Communication at the Middle School Level Resulting from ICCR**



**Figure 5: Personnel Survey: Changes in Support and Communication at the High School Level Resulting from ICCR**

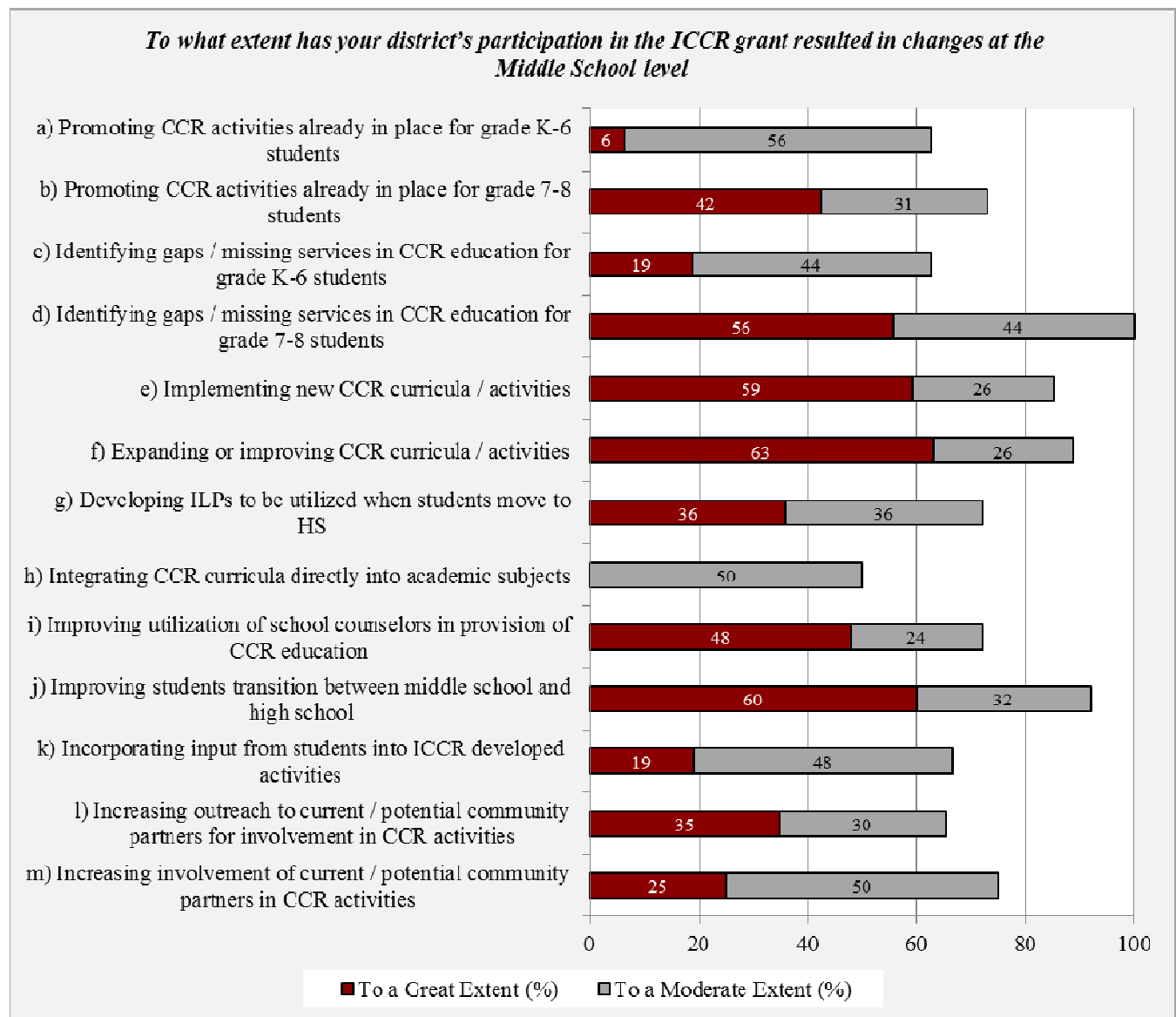
Next, ICCR personnel were asked to rate the extent to which their district's participation in the ICCR demonstration grant resulted in programmatic changes at their participating middle schools and high schools. As highlighted in the figures on the following pages, the largest reported programmatic impacts across the five districts include:

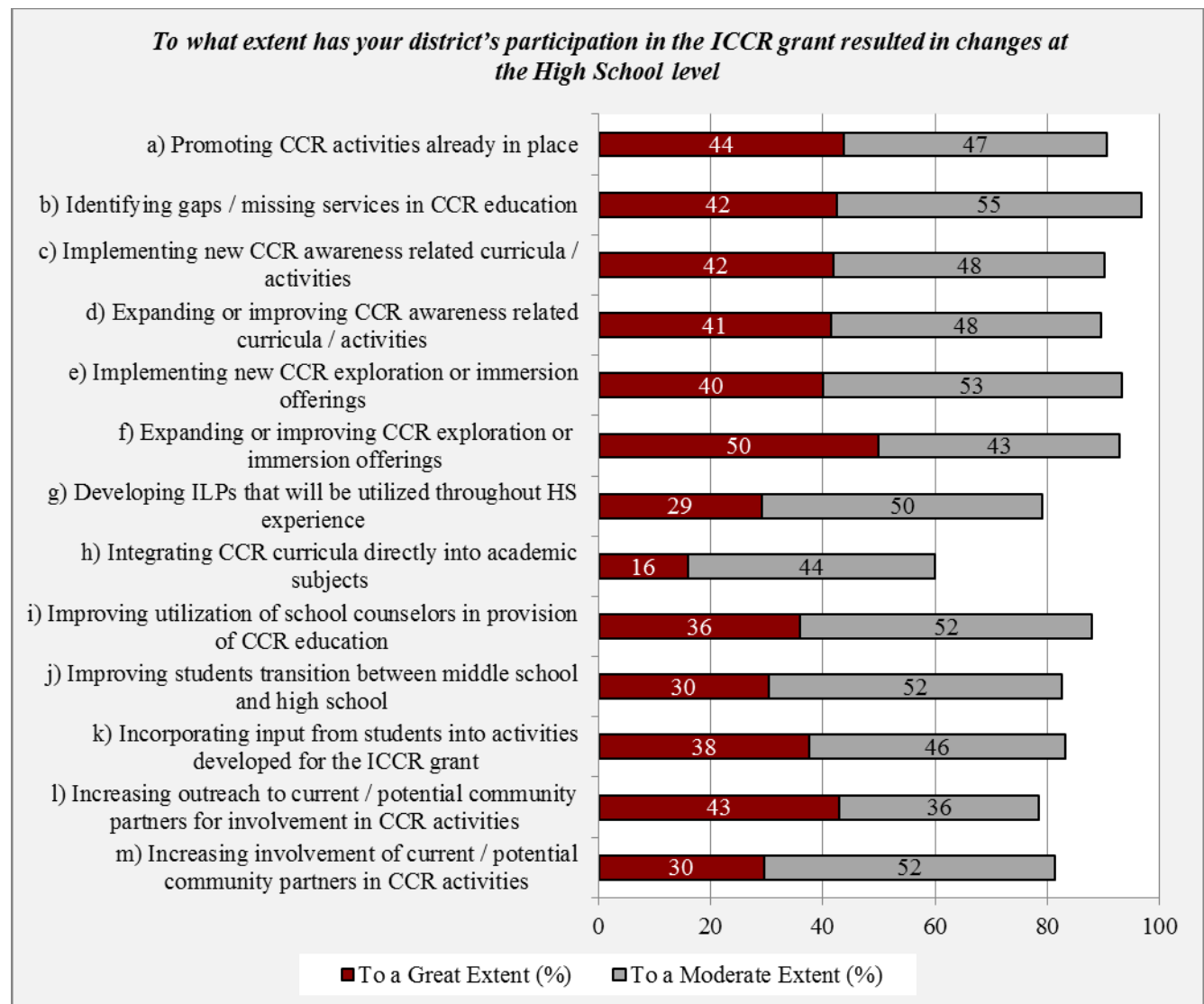
#### Middle School

- Improving students' transition between the middle school and high school,
- Identifying gaps / missing services in CCR education for grade 7–8 students,
- Expanding or improving CCR curricula activities at the middle school, and
- Implementing new CCR curricula activities at the middle school.

#### High School

- Identifying gaps / missing services in CCR education for high school students,
- Promoting CCR activities already in place for high school students,
- Implementing new CCR awareness, exploration, or immersion offerings at the high school, and
- Expanding or improving CCR awareness, exploration, or immersion offerings at the high school.

**Figure 6: Program Changes at the Middle School Level Resulting from ICCR**

**Figure 7: Program Changes at the High School Level Resulting from ICCR**

## Challenges

While the districts had numerous successes in adding and improving college and career readiness education to the middle school and high school experience, several common challenges to advancing their ICCR initiatives were cited. The most frequently identified implementation challenges include:

- Identifying available time for planning, scheduling and adding college and career readiness education and activities into the busy school day,
- Gaining active support and buy-in from school building administrators to prioritize and promote implementation of CCR activities,
- Promoting understanding and support from teachers of importance of integrating career development education and activities into classroom and advisory, and
- Ensuring consistent implementation of CCR activities across participating staff.

With the grant nearing completion, issues of dedicated time and funding become an increasing concern for sustainability.

## Factors for Success / Key Lessons Learned

ICCR team members identified the key lessons learned and principal factors that influenced early successes in their ICCR work. Key lessons learned for successful ICCR implementation include:

- **Including Planning Year** – Inclusion of a planning year enabled teams to plan wisely and strategically. ICCR team members described the critical importance of having a full year for planning. While some districts moved forward with implementing the activities described in their funding proposal, other districts used the time to substantially alter their ICCR plan and/or the roles of their planning team members. The planning period had several functions for districts. First, it enabled all teams to revisit their proposed ICCR strategies and modes of implementation, and to consider whether the scope was feasible and what implementation strategies would be most effective. Second, it provided time for small-scale piloting of career readiness initiatives. Third, it supported collaboration and team building of members within and across schools and between districts. Lastly, it allowed planning team members the opportunity to gather input from and educate key stakeholders on the importance of integrating college and career readiness cohesively and systematically into the middle school and high school experience.
- **Establishing Dedicated Funding and Support** – Respondents cited the importance of receiving dedicated funding and time for ICCR work.
- **Gathering Motivated, Organized ICCR Team that Works towards a Common Vision** – It is critical to gather dedicated and motivated planning team members with strong leadership on the ICCR planning team. In addition, several respondents noted the importance of diverse stakeholder representation to offer varying viewpoints. Furthermore, respondents noted the importance of a commonly held belief about the importance of ICCR and the related positive impacts on students to build support for the importance of promoting college and career readiness activities.
- **Increasing Communication Across Roles and Grade Levels** – Open communication and well-defined roles and responsibilities for staff working to implement CCR changes is critical. Staff must ensure there is not duplication of services or activities across roles or grade levels and that the ICCR plan builds seamlessly over time for students.



- **Gaining Administrator Support** – Strong district- and/or building-level administrator support are critical for implementing new ICCR activities.

*Involve administrators from the beginning to get their input and to gain a sense of how to tie into your school culture and school improvement plan. Buy-in is critical!*

- **Increasing Parent and Student Involvement to Promote ICCR Initiatives** – Two districts suggested identifying parent ‘champions’ who are dedicated believers in the importance of integrating college and career readiness for student success. Utilizing parent champions and students can be an effective means to promoting ICCR support from building administrators and school board members. Moreover, actively engaging students in decision making about ICCR activities can lead to improved services and increased student buy-in.
- **Building Awareness and Support** – Comprehensively integrating college and career readiness into the middle and high school experience for all students is a vast undertaking. It requires a large cultural shift for many teachers and guidance counselors, who are already burdened with many responsibilities. It is critical to increase awareness about what constitutes college and career readiness activities and related student benefits before lasting reforms can take place.
- **Build on Established CCR Initiatives and Relationships** – Respondents reported the importance of building on established activities and relationships as a means to garner additional support and increase likelihood of sustainability. Three of the five districts integrated CCR lessons and activities into their established advisory period at their participating middle schools and/or high schools.  
  
*Being able to build upon an existing and well-established framework was very important to not only establishing this, but increasing the likelihood of sustainability.*
- **Importance of Starting CCR Early in Student Experience** – There was a scarcity of comprehensive CCR activities at the middle school level prior to districts’ participation in the ICCR grant. Focus groups and survey findings revealed strong student interest in learning about and receiving more CCR activities, as well as substantial beneficial impacts on middle school students.
- **Make Explicit, Direct Links Between Current Education and Future College and Career Options** – ICCR personnel and students often stressed the importance of providing students with an increased understanding about the relevance of their current classes and CCR activities to their future. “Faculty need to communicate with students why they are doing what they are doing. This also helps students know that the district wants them to succeed.”
- **Partner with Local Employers, Post-Secondary Institutions and Community Organizations** – ICCR team members and student participants described the importance of working with representatives of local businesses and colleges to increase students’ engagement, awareness, and exposure to different college and career opportunities.

## Student Outcomes

Both ICCR-related personnel and students were asked to complete a brief survey providing feedback on the college and career readiness activities offered this year and to identify impacts of participation. Student survey results are provided separately for the middle school and high school levels.

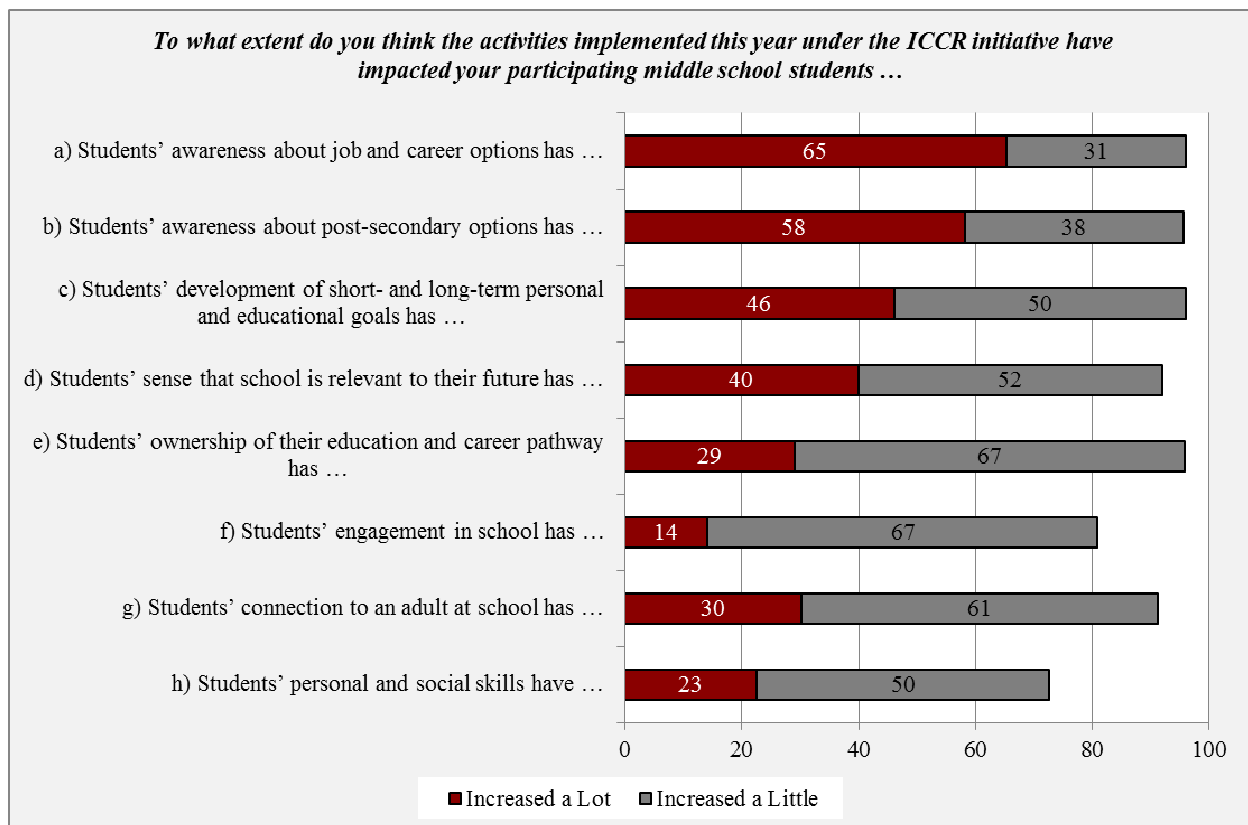
### ICCR Personnel Findings

According to ICCR personnel survey results, the largest benefits for middle school students participating in college and career readiness activities implemented this year under the ICCR initiative include:

- Increased awareness about job and career options
- Increased awareness about post-secondary options
- Development of short- and long-term personal and educational goals
- Increased understanding that school is relevant to their future

Other key benefits of note include increased student ownership of their educational and career pathway, and increased connection to an adult at school.

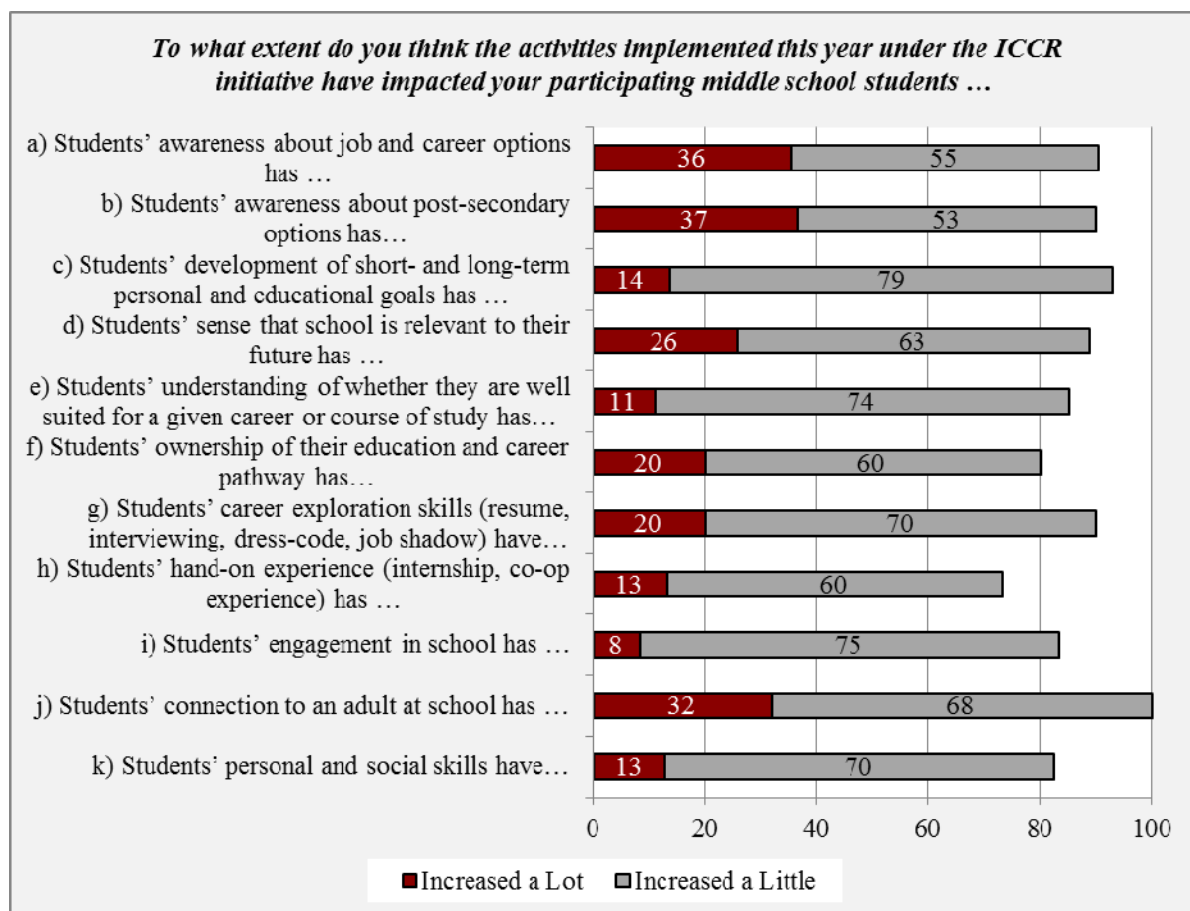
**Figure 8: Personnel Survey: ICCR Impacts on Middle School Students**



Similarly, the largest perceived benefits for high school students participating in college and career readiness activities implemented this year under the ICCR initiative include:

- Increased awareness about job and career options
- Increased awareness about post-secondary options

Other key benefits of note include increased connection to an adult at school, increased understanding that school is relevant to their future, and increased career exploration skills.

**Figure 9: Personnel Survey: ICCR Impacts on High School Students**

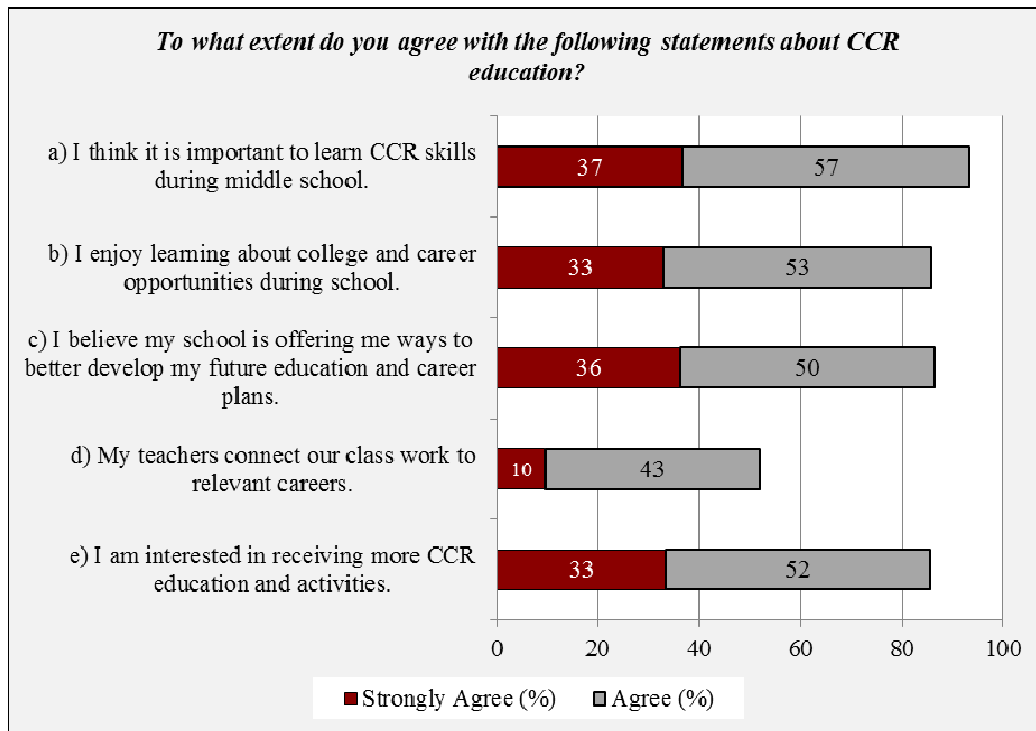
Comparing middle school and high school results, we find that ICCR personnel reported stronger impacts ('increased a lot') across the majority of student outcomes measures. Two of these outcomes—increased awareness about career options and development of short- and long-term personal and educational goals—are significantly higher for middle school students.

### Middle School Student Survey Findings

Eight hundred sixty-three 7th- and 8th-grade students, representing five middle schools and four of the participating districts, completed a brief student survey. This survey asked them to what extent they agreed or disagreed with statements about college and career readiness efforts at their school and improvements in their academic, personal/social, and workplace-readiness skills due to participation in this year's CCR activities.<sup>3</sup>

Nearly all middle school students surveyed believed that it is important and enjoyable to learn college and career readiness skills during school. Moreover, while nearly 90% believed their school is offering ways to better develop their future education and career plans, only half agree that teachers connect class work to relevant careers. The vast majority of students (86%) were interested in receiving more college and career readiness education.

<sup>3</sup> The survey asked students to reflect on all school-related CCR activities they participated in this year rather than just those implemented under the ICCR initiative.

**Figure 10: Middle School Student Survey: Level of Agreement with Statements about College and Career Readiness**

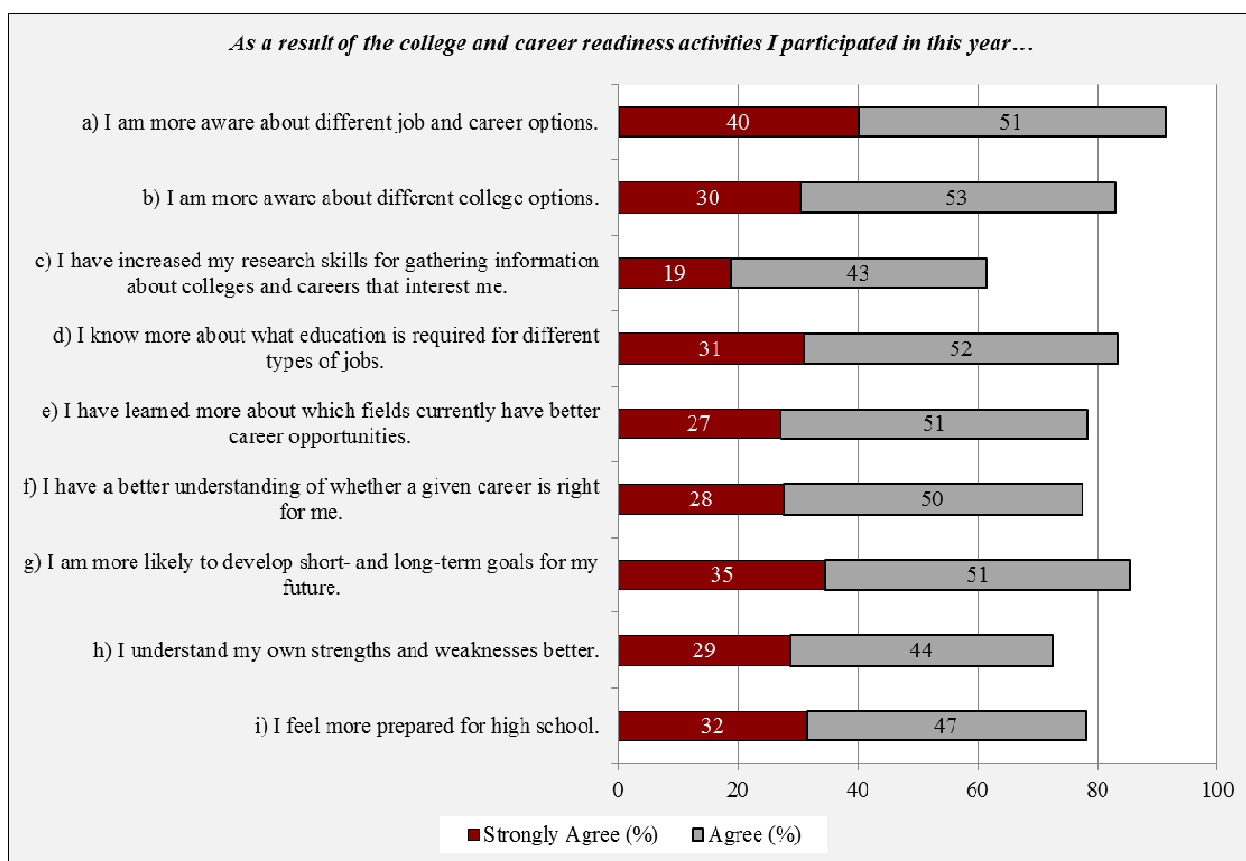
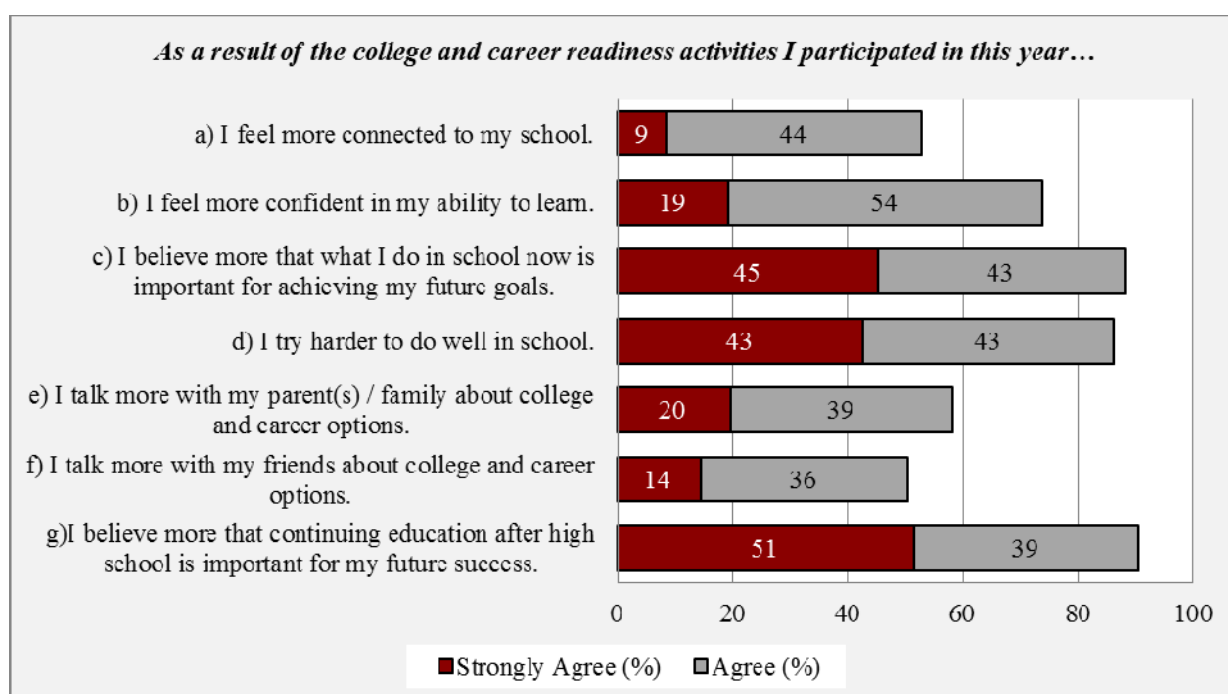
Students reported that participation in this year's CCR activities increased their college and career awareness and readiness skills. The most frequently noted benefits included:

- Increased awareness about different job and career options, and
- Increased likelihood of developing short- and long-term goals for future.

Other key benefits of note include increased knowledge about what education is required for different jobs, increased awareness of post-secondary options, feeling more prepared for high school, increased knowledge about which fields have better career opportunities, and increased understanding of whether a given career is the right match.

Participation in CCR activities can also impact students' personal/social and educational attitudes and goals. More than 85% of students surveyed agreed with the following statements about participation in this year's CCR activities:

- Increased belief that continuing education after high school is important for my future success
- Increased belief that what I do in school now is important for achieving my future goals
- Increased effort to do well in school

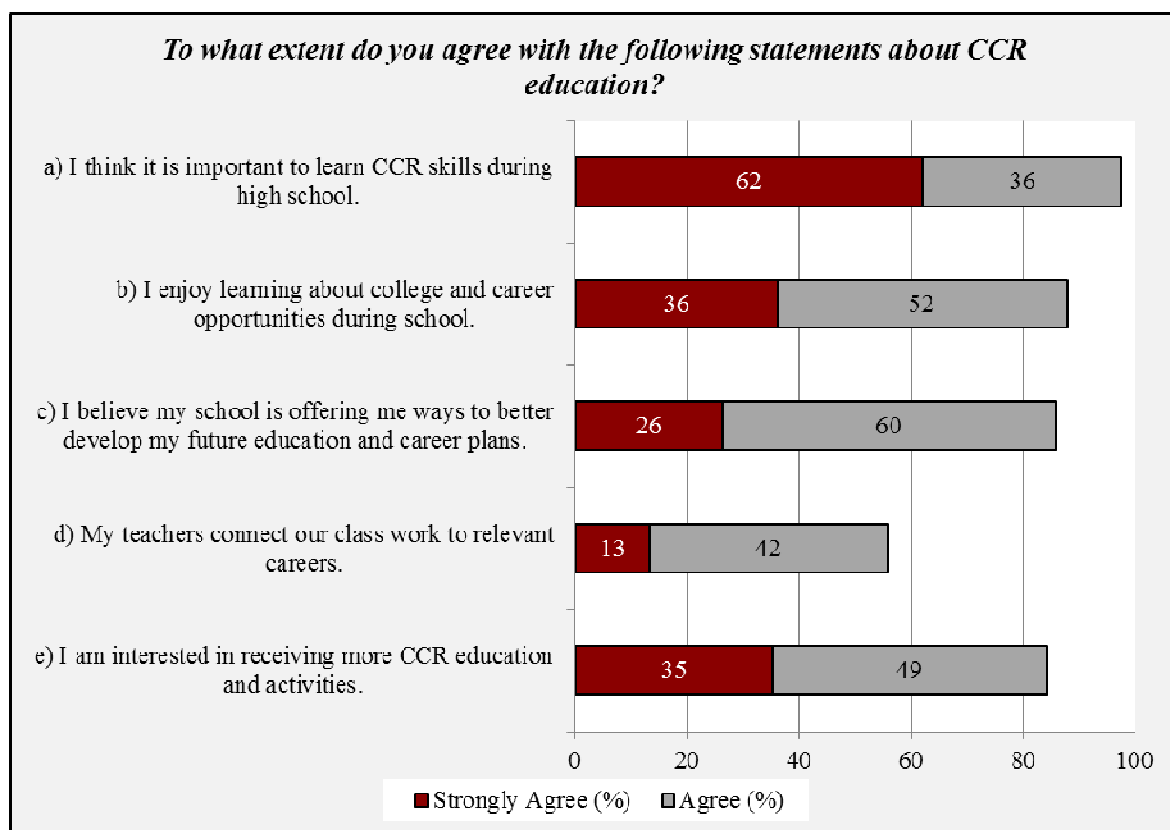
**Figure 11: Middle School Student Survey: Impacts from Participation in CCR Activities****Figure 12: Middle School Student Survey: Academic & Personal / Social Impacts from Participation in CCR Activities**

### High School Student Survey Findings

More than 750 high school students, representing five high schools within the five participating districts, completed a brief student survey. This survey asked them to what extent they agreed or disagreed with statements about college and career readiness efforts at their school and improvements in their academic, personal/social, and workplace-readiness skills due to participation in this year's CCR activities.<sup>4</sup>

Similar to their middle school counterparts, nearly all high school students surveyed believed that it is important to learn college and career readiness skills during school. Moreover, while 86% believed their school is offering ways to better develop their future education and career plans, less than three-fifths (56%) agreed that their teachers connect class work to relevant careers. The vast majority of students were interested in receiving more CCR education.

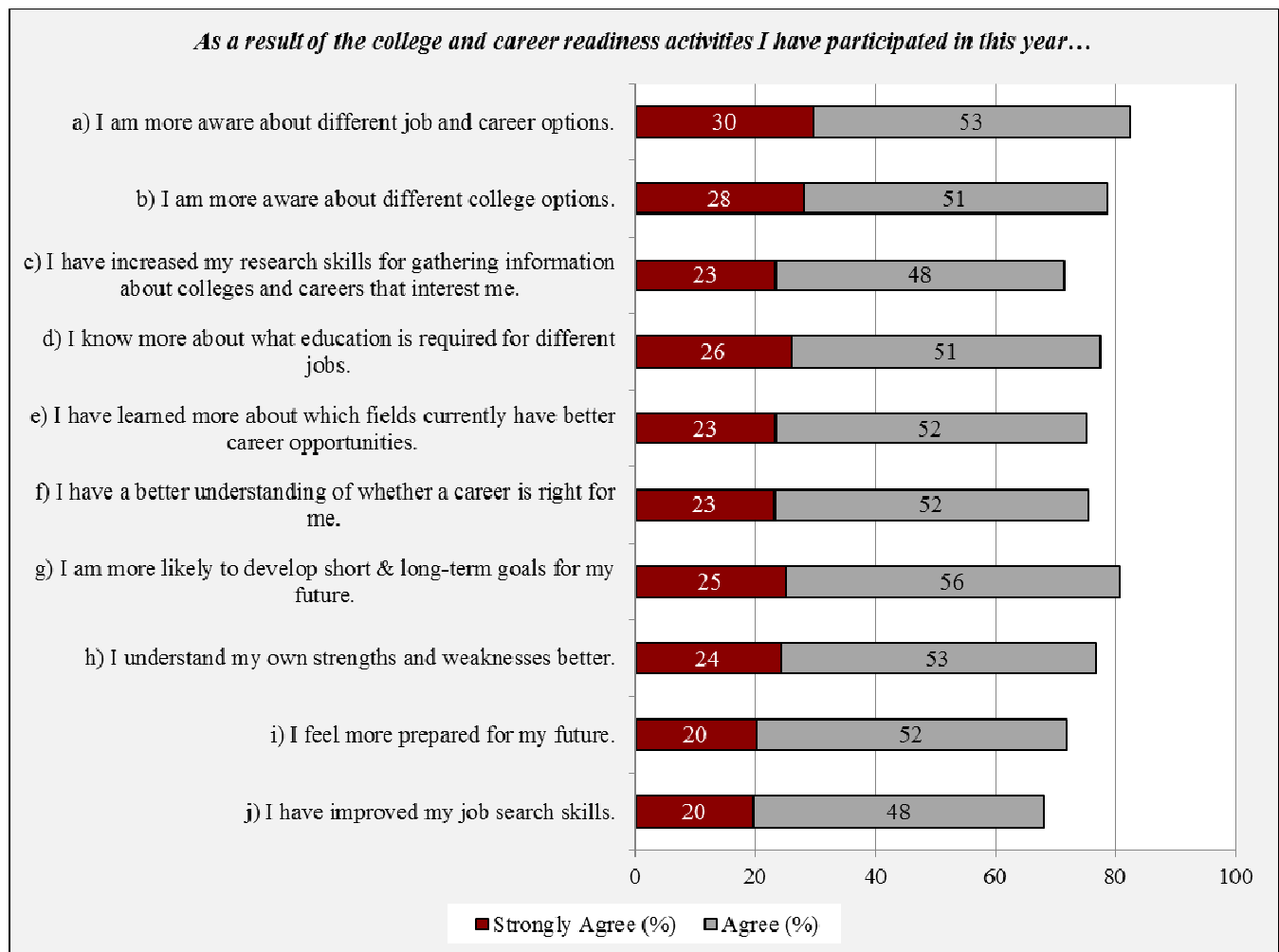
**Figure 13: High School Student Survey: Level of Agreement with Statements about College and Career Readiness**



As depicted below, approximately three-quarters or more of high school students surveyed agreed that participation in this year's CCR activities increased their college and career awareness and readiness skills, with the greatest impacts on

- Increasing awareness about different job and career options, and
- Increasing awareness about different college options.

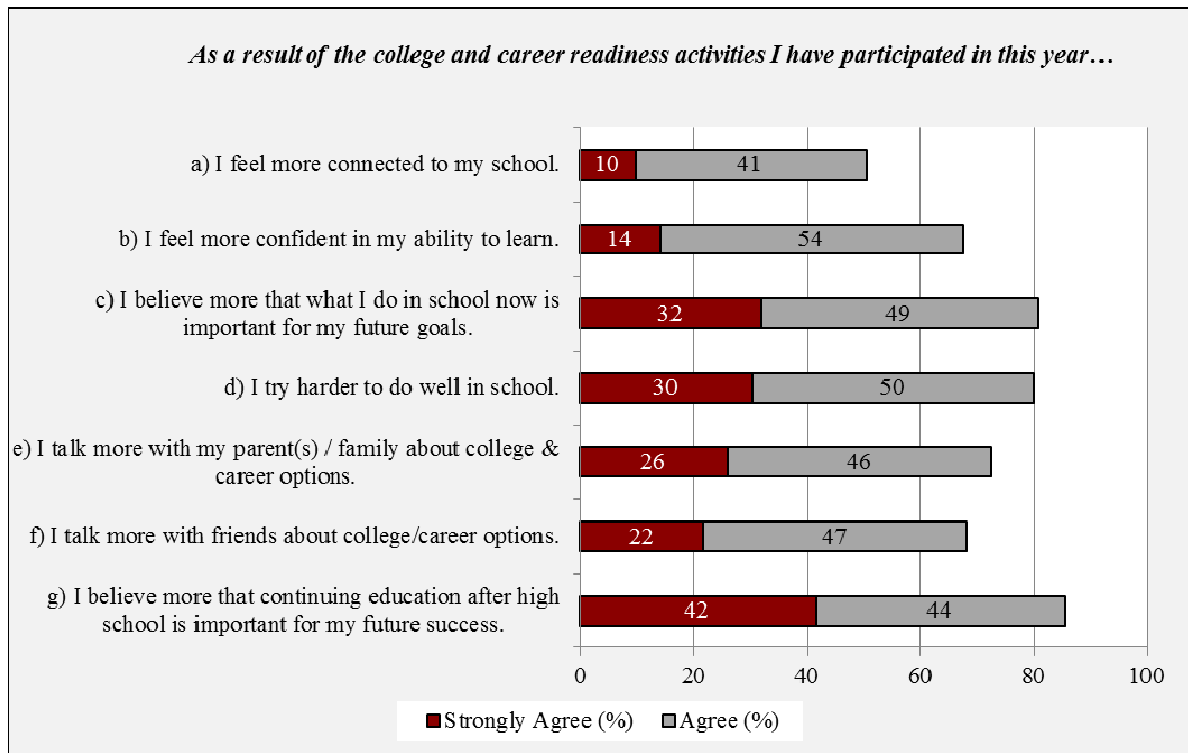
<sup>4</sup> The survey asked to students to reflect on all school-related CCR activities they participated in this year rather than just those implemented under ICCR.

**Figure 14: High School Student Survey: Impacts of Participation in CCR Activities**

Participation in CCR activities can also impact students' personal/social and educational attitudes and goals. At least 80% of high school students surveyed agreed with the following statements about participation in this year's CCR activities:

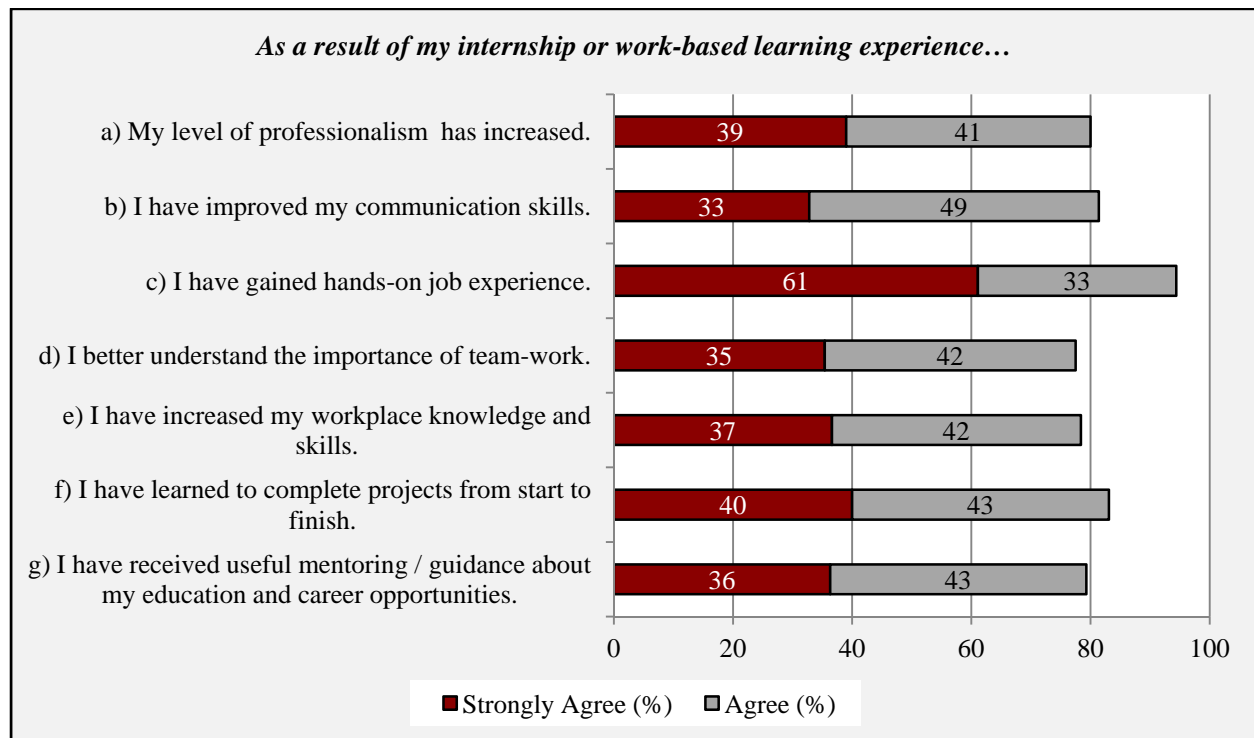
- Increased belief that continuing education after high school is important for my future success
- Increased belief that what I do in school now is important for achieving my future goals
- Increased effort to do well in school



**Figure 15: High School Student Survey: Academic & Personal / Social Impacts from Participation in CCR Activities**

Finally, nearly 200 high school students described the additional benefits of participation in career immersion activities, including internships, co-op learning experiences, career academies, and senior capstone projects. Approximately 80% of these students reported increases in their level of professionalism, communication skills, teamwork skills, workplace-specific knowledge and skills, completion of tasks/projects from start to finish, and useful mentoring and guidance about education and career opportunities.

It is important to note that high school students in grades 11 and 12 who participated in career exploration and/or immersion activities were significantly more likely to provide higher ratings on the impacts of college and career readiness activities during this school year. Across every measure, students enrolled in these more in-depth, hands-on CCR experiences were significantly more likely to report receiving academic, personal/social, and workplace-readiness benefits compared with 11th- and 12th-grade students receiving CCR awareness activities available to all students.

**Figure 16: High School Student Survey: Results of Participation in Work-Based Learning Experiences**

## Sustainability

Finally, ICCR members were asked to describe their expectations for continuing ICCR work in the coming year. All ICCR team members anticipated continuing at least some of the ICCR work they had implemented this year and, in multiple cases, expanding the work they piloted through this initiative. However, it is important to note that budget and time constraints on districts continue to be a large barrier. Representatives from two of the five districts cited expectations that they would likely need to discontinue some of their ICCR work unless they can identify additional funding sources.

## District Profile: Chicopee

Chicopee is the second largest city in western Massachusetts, after Springfield, with approximately 56,000 residents. The city operates 15 public schools, serving nearly 8,000 students. Fairview Veterans Memorial Middle School, Edward J. Bellamy Memorial Middle School, Chicopee Comprehensive High School, and Chicopee High School are the four schools participating in the ICCR initiative. The school district serves nearly 600 6th-, 7th- and 8th-grade students at Fairview Middle School; nearly 900 6th-, 7th- and 8th-grade students at Bellamy Middle School; 1,400 secondary students at Chicopee Comprehensive High School; and 1,000 at Chicopee High School.

Prior to participation in the ICCR grant, Chicopee maintained numerous long-standing career readiness initiatives at their secondary level, including career centers operating at each high school, a career and technical education (CTE) program, partnerships with over 50 local employers and community-based organizations, a formal internship program, and a well-established ILP process at Chicopee Comprehensive High School that was expanded to Chicopee High School and the two participating middle schools over recent years. While strong partnerships and work-related programs existed at the two high schools prior to the ICCR grant, the district lacked a coordinated and comprehensive scope and sequence for career readiness education activities across the middle school and high school experience, with career readiness activities limited at the two participating middle schools. Chicopee's primary goal is to create a shared college and career readiness vision that increases college and career awareness at the middle school level, better connecting Chicopee's two middle schools and two high schools, and streamlining, systematizing, and expanding currently available CCR activities.

Through the ICCR grant, Chicopee hoped to advance their college and career readiness work across all 8 of the ESE identified strategies (see Introduction chapter) with a principal focus on increasing and improving:

- **Career Development Education** – All students participate in career readiness activities starting at least by grade 7,
- **Individual Learning Plan (ILP)** – All students participate in the development of an ILP to manage their educational and career pathways,
- **Increased Student Leadership Role** – Students play an active leadership role in developing an evaluation of an integrated academic and career readiness system, and
- **External Partnerships** – Districts develop and expand partnerships with employers and local workforce development agencies to enhance college and career readiness programming,

### Activities and Accomplishments

ICCR personnel were asked to describe the extent of changes at their participating middle schools and high schools. Ten of Chicopee's fifteen ICCR-related personnel completed a survey asking them to reflect on the extent to which participation in the ICCR grant resulted in achieving programmatic and policy-related changes at the middle school and/or high school level.

#### Middle School

At the middle school level, respondents reported that participation in the ICCR grant resulted in increased support for and communication about CCR from key stakeholders, with the greatest impact on the following:

- Increasing support from middle school guidance counselors for adding or improving CCR activities,
- Increasing communication about promoting CCR across grade levels at the middle school,

- Increasing communication about promoting CCR across positions at the middle school,
- Increasing support from middle school teachers for adding or improving CCR activities, and
- Increasing support from middle school building administrators for adding or improving CCR activities.

At the middle school level, the largest programmatic changes identified that resulted from participation in the grant include:

- Identifying gaps / missing services in CCR education for 7th- and 8th-grade students,
- Improving students' transition between middle school and high school,
- Implementing new CCR curricula/activities at participating middle school
- Expanding or improving previously offered CCR curricula/activities at participating middle school,
- Improving utilization of middle school counselors in provision of CCR education, and
- Increasing outreach and involvement of community partners for involvement in middle school CCR activities.

One of the middle school counselors commented further:

*The ICCR grant has given the school the ability to create a more in-depth college and career readiness curriculum for the middle school population. It made students more aware of career choices, utilizing and navigating career cruising, and made a direct connect from middle school to high school transitions. Guidance counselors were able to work on more meaningful topics with the students that made a direct impact.*

Chicopee implemented and expanded a number of college- and career-related activities through their ICCR initiative. Key accomplishments at the middle school include the following:

- **Hired Two for College and Career Readiness Assistant Positions** – Chicopee used ICCR funds to hire two CCR assistants, housed at the two participating middle schools, to work closely with middle school guidance counselors, high school career center counselors, and the workforce developer to streamline current efforts and assist in piloting and/or expanding career readiness at the middle school level. The strategic placement of the CCR assistants at the middle school increased communication and collaboration on CCR across and between the two middle schools, expanded CCR activities, and allowed for Career Center hours at the middle schools. Students were able to access CCR assistants during set days or times. During the year, more than fifty 6th, 7th, and 8th graders, identified by counselors, met with the CCR assistants to talk more about college and career readiness for thirty-minute sessions. In addition, according to one middle school ICCR team member, “All students have access to a variety of resources in the library at the Career & College Corner that they can take home and share with their families.” Another team member noted:

*We had a CCR counselor who was creative, enthusiastic, energetic, and very student focused, who directed her efforts at those things that they were needing most at this stage in their lives and how they could best be addressed. She was well liked and well received by the students and her energy was contagious. They found her to be very approachable and helpful to them and was always available to assist them with anything they needed. She worked well with other key faculty (librarian, guidance counselors) to develop and deliver quality programs.*

- **Created CCR Resources to Further Educate and Engage Students and Parents** – In order to promote awareness, CCR assistants at each school created websites detailing the college and career readiness activities available at each school.

*Developing a webpage devoted to CCR was a huge success and a task accomplished ... that has led to many parents calling and requesting more information, and many students checking in and asking for other websites to visit. It has been a springboard to other interesting and exciting things for our school community.*

To assist with successfully transitioning from middle school to high school, counselors and CCR assistants developed brochures for both 8th-grade students and their parents outlining upcoming guidance event schedules, reviewing high school schedules and graduation requirements, and offering helpful advice. In addition, CCR assistants incorporated college and career topics and student-conducted interviews within the schools' monthly newsletters, and designed monthly CCR bulletin boards to encourage student discussion.

- **Initiated Guest Career Speaker Series** – The CCR assistants launched a weekly lunch-time guest speaker series, *Profession Sessions* and *Learning from Leaders*, to expose students to different career options. Over 500 6th, 7th, and 8th graders, representing more than a third of students enrolled at the two middle schools, attended at least one career speaker sessions. Nearly all (89%) students surveyed found the speaker series useful, with 40% describing the series as 'very useful.' As one teacher noted, "It got students excited about the future and put them in touch with how learning today can be applied to future jobs and education. We received feedback from parents that these discussions continued at home."
- **Improved Established ILP Process** – Prior to participation in the ICCR grant, middle school counselors collaborated with Chicopee Comprehensive Career Center specialists to initiate ILP development with 7th- and 8th-grade students utilizing the online Career Cruising platform. During the two years of the grant, the ILP process progressed to "more of a curriculum: finding careers, researching that career based off of the Career Cruising feedback, learning what careers actually entail," and gained additional teacher buy-in. The ILP process was increasingly formalized with increased differentiation in activities by grade level.

*All grades used to do the same things. Now there are clear lineations so there is more fostering and actual trajectories. Now they are conducting learning styles to help differentiate. ... Things that are especially important for people who don't have a lot of support at home. Thinking about how to get grades you want and need in order to actually get to where they want. Opens up a lot more areas for the students.*

- **Expanded CCR Activities to Younger Middle School Students** – The ILP process was expanded to include all 200 6th-grade students enrolled at Fairview Middle School during the 2014–2015 school year. In addition, the guidance department and CCR assistants collaborated to identify 185 at-risk 6th graders and bring them on a college field trip to Springfield Technical Community College "to enhance their awareness of college and assist on a plan for their future to obtain their future goals."
- **Expanded Developmental Guidance in Classrooms across Middle Schools** – The CCR assistants collaborated with guidance counselors and teachers to increase CCR presentations in the classroom. The CCR assistant in Bellamy was provided with class time to discuss wages in relation to skilled and unskilled workers, and provide information about technical training, CTE programs, and formal job training program. She also conducted financial literacy presentations to discuss creating a budget, the

importance of saving, and better understanding credit. A portfolio of all presentations and handouts has been saved for future use.

### High School

Chicopee's high schools are more saturated with career readiness education and activities. At the high school level, the ICCR team's primary goal was to promote and advance current initiatives and further institutionalize and systematize the activities.

ICCR personnel survey findings reveal increased support for and communication about CCR as a result of participation in the grant. At the high school level, the greatest impacts noted include:

- Increased communication about promoting CCR across grade levels at the high school, and
- Increased communication about promoting CCR between the middle school and the high school.

The largest programmatic changes due to participation in the ICCR grant identified include:

- Promoting CCR activities already in place for high school students,
- Identifying gaps / missing services in CCR education for high school students,
- Expanding or improving previously offered CCR awareness-related curricula/activities at the high school,
- Expanding or improving previously offered CCR exploration or immersion offerings at participating high schools, and
- Increasing outreach and involvement of community partners in high school CCR activities.

Key successes at the high school level include:

- **Implemented a District-Wide College and Career Planning Night for Students and Family Members** – In an effort to increase both student awareness and parental engagement, the ICCR team implemented a district-wide event, 'Choose Your Future: College and Career Planning Night,' at Chicopee Comprehensive High School in April 2015. Approximately 100 families with children enrolled in grades 6 through 12 attended the event to learn more about college and career opportunities available during and after high school. During the event, information was presented about different school and community initiatives and opportunities by grade level. Workshop topics included career and technical education program, education and career planning through Career Cruising, work-based learning opportunities available in high school, and college planning and financing. It also offered a mini exploration career fair for students, with professionals available from various careers paths such as the medical, business, and engineering fields.
- **Formalized and Expanded Integrated Career Readiness Unit at Chicopee Comprehensive High School** – Building on a long-standing relationship with a single English teacher at Chicopee Comprehensive High School, the ICCR team collaborated on a career readiness program directly integrated into the 11th-grade English course. During 2014–2015, the ICCR team expanded their partnership to work with two English teachers reaching approximately 100 11th graders. During a three-week period of class time, participating teachers make consistent, direct connections between typical course work and employability, work readiness skills, resume writing, interview skills, college search components, and career searches for enrolled students. Students attend a culminating career fair event, Success Skills Work-based Learning Event, where they meet and hold interviews with potential employers. All students surveyed reported finding this career readiness unit useful, with nearly 90%

describing it as ‘very useful.’ The vast majority (94%) believed participation improved their chances of being hired. The following student quotes further illustrate program benefits.

*It helped me build my resume and provided me with confidence when entering the interview. The class showed me many elements of the interview process that I did not know were needed.*

*We took part in a mock interview to improve our ability to have a successful interview. I learned how to fill out a resume and job application properly and how to conduct myself during an interview.*

*This interview gave me the confidence to step outside my comfort zone and really think about my future. I learned that the best advice is that “you are interviewing them as much as they are interviewing you.” I also learned that in order to succeed in life you need to take the opportunities in front of you.*

According to one of Chicopee’s ICCR team members, this pilot will “further build efforts to create sustainable programs and maximize [team] efforts by using the resources of existing staff to bolster CCR efforts.” The member continued, saying that the key is having “someone that students know and trust to deliver this information over time in a consistent way” rather than removing students from classrooms for one-time CCR workshops. The collaboration would also include CTE counselors, the career center, teachers, community employers, and others. If the pilot succeeds, every member of the junior class would have a streamlined resume, gain an understanding of what employers are seeking, participate in a mock interview for college or a career, and document this information in their ILP portfolios.

- Collaboration with the New College and Career Readiness Counselor** – Funded jointly through the Perkins Grant and district resources, Chicopee Comprehensive High School added a CCR counselor to work collaboratively between the Career Center and Guidance Department. The CCR counselor was an integral member of the ICCR team. During the 2014–2015 school year, the CCR counselor primarily focused efforts on the 9th-grade career technical education students. The CCR counselor and 9th-grade CTE counselor held brief, individual guidance sessions with all 207 9th-grade CTE students during the CTE Explore program. During this individual meeting, Career Cruising ILP results were discussed to identify the best CTE program match, and to reinforce the academic and attendance policy requirements for participation. This new process helped students think more realistically about areas where they would excel and provided counselors with first-hand perspective of students’ passions. Students were provided with handouts—created through the ICCR grant—detailing each CTE field and related careers and were encouraged to further discuss their CTE choices with their families. Counselors hoped these changes will improve initial CTE placement and lead to increased student retention. In addition, the CCR counselor organized a 90-minute financial scholarship workshop for interested seniors with two guest speakers. Twenty-five students participated in the workshop and left with packets containing information on college applications, financial aid requirements, and local and national scholarship opportunities.
- Continued Outreach and Partnership Building with Local Employers, Post-Secondary Institutions, and Workforce Development Organizations** – The ICCR team continued to connect educators and businesses in order to further develop classroom and worksite opportunities for their students. Under the ICCR initiative, Chicopee expanded or developed new partnerships with more than 30 organizations in the form of student internships, college field trips, financial aid and scholarship workshops, Success Skills interviewing events, and the district-wide college and career planning night. One example of such a partnership was Chicopee Comprehensive High School’s close collaboration with the Springfield Technical Community College (STCC) Career Linkage coordinator this year. This STCC representative



participated in multiple high school and middle school events to increase CCR awareness and provide presentations to students and families on STCC itself, financial aid, scholarships, and college admissions.

- **Expanded Health Sciences Academy Pilot** – Chicopee is collaborating with Holyoke Community College to provide dual enrollment, credit bearing courses in health sciences that will lead to higher education opportunities. Last year, 20 9th-grade students were identified to take part in the Health Sciences Academy pilot. This year, an additional 30 9th-grade students were identified through their ILP responses in Career Cruising. These students attended a health panel discussion which comprised five medical field professionals. As currently designed, 10th-grade Academy students will receive college credit for completing two health career courses already offered at the high school. During the next two years, 11th-grade Academy students will be offered online credit-bearing college courses, and 12th graders will have the opportunity to enroll in credit-bearing courses at Holyoke Community College and participate in a health sciences internship experience. The Health Sciences Academy will continue to expand in 2015–2016, as 40 8th-grade students completed applications for the Health Sciences Academy.

## Factors for Success

As described earlier, the ICCR team had numerous successes in advancing their ICCR initiatives at both the middle school and high school levels. Key factors for success cited include:

- **Strong ICCR Planning Team** – Respondents described the importance of having engaged, collaborative, and motivated ICCR team members who share a common belief in the need for integrating college and career readiness into the student experience.
- **Communication and Collaborative Efforts between Roles at Each School** – With the hiring of ICCR positions to help spearhead changes at the middle schools, it is critical that the CCR assistants work openly and collaboratively with existing building staff, administrators, and students.

*The guidance counselor and ICCR employee effectively worked as a team, meeting to connect the activities from each grade level, and the employee in the position was enthusiastic and assertive in that role.*

- **Gaining Buy-In from Key Stakeholders** – While time consuming and challenging, it is critical to gain support from administrators, teachers, and students.

*The teachers helped create the buy-in with the students regarding why [the integrated career readiness unit] matters. For the students, the tie-in with a school subject worked well and they understood that what they were learning was relevant and that it would be applied shortly to the Success Skills interviewing event.*

- **Building Off Established CCR Initiatives and Relationships** – Chicopee already had a strong base of CCR activities and relationships across their four participating schools. Chicopee's ICCR team focused on building off prior successes and collaborations to further improve and streamline the process.

*I think we have established trust because we are building off efforts that have already begun to take root but need to be a bit more systemized and scoured.*

*The use of Career Cruising and ILP development started several years ago [at the middle school]. Now there is buy-in from all. We were able to slowly expand to grade 7 and this year to grade 6.*

- **Consistent Programming and Marketing of CCR Activities** – By holding events consistently over the course of the year, such as the Guest Career Speaker series, and continually promoting information about CCR through Career Cruising, bulletin boards, and newsletters, students became increasingly interested in and aware of the importance of college and career readiness for their own lives. This consistent marketing and programming also led to increased parental awareness and engagement.
- **Consistent Outreach to Employers** – To increase local employer engagement in events and with internships, Career Center staff reached out to employers every few weeks rather than only in advance of the center’s needs. This allowed staff to keep current on available job opportunities as well as the types of skills these employers require. Though this outreach was a significant time investment, the team believed that the regular contact helped garner employers’ support.

## Challenges

Through site visits, interviews, and surveys, key ICCR personnel were asked to describe the challenges they encountered while implementing the initiative. The most frequently noted challenges follow:

- **Available Time for Planning, and Scheduling ICCR Activities into the School Day** – Both middle school and high school personnel frequently noted the challenge of finding available time to effectively plan and implement ICCR activities into an already busy school day.
- **Promoting Importance of College and Career Readiness to All Key Stakeholders** – Team members noted the challenge of building awareness and support from teachers, administrators, and parents about implementing college and career readiness education and activities. As one team member noted, “Getting everyone to understand the importance of the initiative is time-consuming and challenging.”
- **Communication Across Schools** – Chicopee’s ICCR team was faced with the challenge of operating in a large school district across multiple middle and high schools. It is critical to define roles, responsibilities, and supervisory model for key team members and to communicate openly and clearly when working across multiple school settings.

## Student Outcomes

Both ICCR-related personnel and students were asked to complete a brief survey providing feedback on the college and career readiness activities offered this year and to identify impacts of participation. Survey results are provided separately for the middle school and high school levels.

### Middle School

According to ICCR personnel, the greatest benefits for middle school students participating in college and career readiness activities implemented this year under the ICCR initiative include:

- Development of short- and long-term personal and educational goals
- Increased awareness about job and career options
- Increased awareness about post-secondary options
- Increased ownership of education and career pathway

These survey findings were reiterated during the district site visit, with student benefits described as follows:

*Students are becoming much more realistic about which careers they can actually get now. Seem much more interested in how this will happen*

*This was a missing piece for students. This is what shows students why they are doing this.*

*Kids are actually starting to see that 6th through 8th grade means something. What I do here actually matters because it is part of the big picture. Some of these students will not have these conversations at home. Empowers students to think about talking with their parents. Starts with the connections that they are having now with what they will do in the future.*

Approximately 350 7th- and 8th-grade students, representing approximately one-third of students at both middle schools, completed a brief student survey. It asked them to what extent they agreed or disagreed with statements about college and career readiness efforts at their school, and related improvements in their academic, personal/social, and workplace-readiness skills due to participation in this year's CCR activities.

Nearly all students surveyed believed that it is important and enjoyable to learn college and career readiness skills during middle school. However, while 90% believed their school is offering ways to better develop their future education and career plans, only 55% agreed that teachers connect class work to relevant careers. The vast majority (89%) were interested in receiving more college and career readiness education and activities.

<b>Table 3: Chicopee Middle School Student Survey: Level of Agreement with Statements about College and Career Readiness</b>					
	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I think it is important to learn college and career readiness skills during middle school.	347	35.7%	57.9%	6.1%	.3%
b) I enjoy learning about college and career opportunities during school.	349	39.3%	53.0%	7.4%	.3%
c) I believe my school is offering me ways to better develop my future education and career plans.	346	39.3%	50.6%	9.5%	.6%
d) My teachers connect our class work to relevant careers.	346	11.3%	43.9%	37.3%	7.5%
e) I am interested in receiving more college and career readiness education and activities.	346	36.1%	52.6%	10.4%	.9%

Students reported that participation in this year's CCR activities—Career Cruising, guest speaker series, college visits, college and career planning night, meeting with CCR assistants—increased their college and career awareness and readiness skills. The largest benefits cited include

- Increased awareness about different job and career options, and
- Feeling more prepared for high school.

Other benefits noted by more than four-fifths of students include

- Increased knowledge about what education is required for different jobs,
- Increased likelihood of developing short- and long-term goals for future,

- Increased understanding of whether a given career is right for them, and
- Increased awareness about different college options.

**Table 4: Chicopee Middle School Student Survey: Impacts of Participation in CCR Activities**

<i>As a result of the college and career readiness activities I participated in this year...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I am more aware about different job and career options.	342	42.7%	52.9%	4.1%	.3%
b) I am more aware about different college options (public / private; 2 & 4 year).	341	29.0%	54.5%	15.2%	1.2%
c) I have increased my research skills for gathering information about colleges and careers that interest me.	341	19.1%	46.6%	31.7%	2.6%
d) I know more about what education is required for different types of jobs.	339	33.0%	53.4%	12.1%	1.5%
e) I have learned more about which fields currently have better career opportunities.	338	26.0%	58.3%	14.2%	1.5%
f) I have a better understanding of whether a given career is right for me.	338	32.5%	47.9%	16.9%	2.7%
g) I am more likely to develop short- and long-term goals for my future.	340	33.8%	50.9%	12.9%	2.4%
h) I understand my own strengths and weaknesses better.	339	28.6%	46.0%	22.4%	2.9%
i) I feel more prepared for high school.	341	38.7%	44.0%	14.1%	3.2%

Participation in CCR activities can also impact students' personal/social and educational attitudes and goals. More than 80% of students surveyed reported that participation in this year's CCR activities resulted in

- Increased belief that continuing education after high school is important for their future success,
- Increased belief that what they do in school now is important for achieving their future goals, and
- Increased effort to do well in school.

**Table 5: Chicopee Middle School Student Survey: Academic & Personal / Social Impacts of Participation in CCR Activities**

<i>As a result of the college and career readiness activities I participated in this year...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I feel more connected to my school.	345	11.3%	46.4%	37.4%	4.9%
b) I feel more confident in my ability to learn.	346	21.4%	55.5%	21.1%	2.0%
c) I believe more that what I do in school now is important for achieving my future goals.	343	46.9%	42.6%	8.7%	1.7%
d) I try harder to do well in school.	341	40.5%	46.3%	12.3%	.9%
e) I talk more with my parent(s) / family about college and career options.	337	17.2%	38.9%	37.7%	6.2%
f) I talk more with my friends about college and career options.	344	14.5%	32.8%	42.2%	10.5%

**Table 5: Chicopee Middle School Student Survey: Academic & Personal / Social Impacts of Participation in CCR Activities**

<i>As a result of the college and career readiness activities I participated in this year...</i>	N	Strongly Agree	Agree	Disagree	Strongly Disagree
g) It increased my belief that continuing education after high school is important for my future success.	341	48.1%	45.2%	6.5%	.3%

These findings were reiterated during student focus groups.

*When I came to middle school I wasn't as interested in my future. I slacked off and didn't pay attention to my grades. But then I realized it was important. I think they should talk to us more about different career options.*

### High School

According to the ICCR personnel survey findings, the largest benefits for high school students participating in this year's expanded ICCR activities were

- Increased students' awareness about post-secondary options, and
- Increased students' career exploration skills (resume, interviewing, dress code, job shadow).

Sixty-six students enrolled at Chicopee Comprehensive High School completed a brief survey. It asked them to what extent they agreed or disagreed with statements about college and career readiness efforts at their school and improvements in their academic, personal / social, and workplace-readiness skills due to participation in this year's CCR activities. It is important to note that all these students participated in career exploration (i.e., integrated career unit / Success Skills event) or career immersion activities (i.e., school internship program).

All of the high school students surveyed believed that it is important and enjoyable to learn college and career readiness skills during school. The vast majority believed their school is offering ways to better develop their future education and career plans, and approximately three-quarters reported that teachers connect class work to relevant careers. Nearly all are interested in receiving more college and career readiness education and activities.

**Table 6: Chicopee High School Student Survey: Level of Agreement with Statements about College and Career Readiness**

	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I think it is important to learn college and career readiness skills during high school.	66	87.9%	12.1%	0.0%	0.0%
b) I enjoy learning about college and career opportunities during school.	66	66.7%	33.3%	0.0%	0.0%
c) I believe my school is offering me ways to better develop my future education and career plans.	66	53.0%	40.9%	6.1%	0.0%
d) My teachers connect our class work to relevant careers.	66	48.5%	24.2%	22.7%	4.5%
e) I am interested in receiving more college and career readiness education and activities.	66	72.7%	24.2%	3.0%	0.0%

Students reported that participation in this year's career exploration and immersion activities increased their college and career awareness and readiness skills. The most frequently identified benefits, with approximately 90% of students agreeing and more than half strongly agreeing, include:

- Increased awareness about different job and career options,
- Increased likelihood of developing short- and long-term goals for future,
- Improved job search skills,
- Increased research skills for gathering information about colleges and careers of interest,
- Increased awareness about different college options,
- Increased understanding of whether a given career is right choice for them, and
- Increased knowledge about what education is required for different jobs.

**Table 7: Chicopee High School Student Survey: Impacts of Participation in CCR Activities**

<i>As a result of my participation in college and career activities...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I am more aware about different job and career options.	66	60.6%	31.8%	7.6%	0.0%
b) I am more aware about different college options.	65	55.4%	38.5%	6.2%	0.0%
c) I have increased my research skills for gathering information about colleges and careers that interest me.	65	56.9%	35.4%	7.7%	0.0%
d) I know more about what education is required for different types of jobs.	65	52.3%	36.9%	10.8%	0.0%
e) I have learned more about which fields currently have better career opportunities.	65	47.7%	43.1%	9.2%	0.0%
f) I have a better understanding of whether a given career is right for me.	65	52.3%	38.5%	7.7%	1.5%
g) I am more likely to develop short- and long-term goals for my future,	65	56.9%	40.0%	1.5%	1.5%
h) I understand my own strengths and weaknesses better.	64	45.3%	43.8%	9.4%	1.6%
i) I feel more prepared for my future (college / career).	65	44.6%	41.5%	12.3%	1.5%
j) I have improved my job search skills (resume, application, interview skills).	65	56.9%	36.9%	4.6%	1.5%
k) I have improved my communication skills (written / oral).	52	44.2%	48.1%	7.7%	0.0%

Participation in CCR activities can also impact students' personal/social and educational attitudes and goals. More than 90% of students surveyed reported that participation in this year's career exploration and immersion activities resulted in

- Increased belief that what they do in school now is important for achieving their future goals,
- Increased communication with their parent(s) / family about college and career options,

- Increased belief that continuing education after high school is important for their future success,
- Increased effort to do well in school, and
- Increased confidence in their ability to learn.

<b>Table 8: Chicopee High School Student Survey: Academic &amp; Personal / Social Impacts of Participation in CCR Activities</b>					
<i>As a result of my participation in college and career readiness activities....</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I feel more connected to my school.	66	33.3%	43.9%	19.7%	3.0%
b) I feel more confident in my ability to learn.	66	37.9%	54.5%	7.6%	0.0%
c) I believe more that what I do in school now is important for achieving my future goals.	66	54.5%	37.9%	6.1%	1.5%
d) I try harder to do well in school.	64	48.4%	43.8%	6.3%	1.6%
e) I talk more with my parent(s) / family about college and career options.	66	56.1%	36.4%	4.5%	3.0%
f) I talk more with my friends about college and career options.	66	42.4%	40.9%	12.1%	4.5%
g) It increased my belief that continuing education after high school is important for my future success.	65	46.2%	46.2%	4.6%	3.1%

Finally, the 13 students who participated in the school internship program described the additional benefits of their work-based learning experiences. As highlighted below, all students agreed that participation in the internship program resulted in improvements in their level of professionalism, communication skills, understanding the importance of teamwork, completion of tasks/projects from start to finish, and workplace-specific skills, as well as useful mentoring and guidance about education and career opportunities.

<b>Table 9: Chicopee High School Student Survey: Results of Participation in Work-Based Learning Experiences</b>					
<i>As a result of my internship or work-based learning experience...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
My level of professionalism has increased.	13	84.6%	15.4%	0.0%	0.0%
I have improved my communication skills (written / oral).	13	84.6%	15.4%	0.0%	0.0%
I better understand the importance of working as part of a team.	13	84.6%	15.4%	0.0%	0.0%
I have increased my workplace-specific knowledge and skills.	13	84.6%	15.4%	0.0%	0.0%
I have learned to complete tasks / projects from start to finish.	13	92.3%	7.7%	0.0%	0.0%
I have received useful mentoring / guidance from a supervisor about my education and career opportunities.	13	76.9%	23.1%	0.0%	0.0%



The following student quotes further illustrate the benefits of work-based learning opportunities.

*Participating in [an] internship has benefited me greatly. I have learned what it is like to be in a real working environment with job responsibilities and skills. It has helped teach me how to improve my communication skills and how to work well with others on the job. Week after week I feel more and more comfortable and prepared for college and the opportunities that will meet with me in the future.*

*Participating in my internship has been the most valuable experience I have ever had. I always tell people that what I have learned in all my years of school is not a tenth as useful as what I have learned there. The reason? It is a practical education in the field that I want to go into. ... If I could have, I would have done this internship and as many others as I could even earlier in my high school career. I feel firmly prepared for my future career and working with [Career Center staff] has been a great experience. They are all wonderful people who are constantly ready and willing to help me and those around me achieve our goals.*

*I have gained so much experience in the field that I wish to participate in. It has been so rewarding to get myself into the work force and meet many new people. I have loved each and every minute of it and cannot wait to start my career. It has confirmed all my goals for me and made me work hard to achieve them.*

## Sustainability

Finally, ICCR members were asked to describe their expectations for continuing their ICCR work in the coming year. The majority of ICCR team members believed that their team will continue with some but not all of the current efforts at the middle school level. As previously described, Chicopee used the ICCR grant to directly fund two positions at each of the participating middle schools for the 2014–2015 school year. Currently, there are no funds available to extend these positions for next year. Team members noted that the ILP process using Career Cruising will continue and that CCR resources and presentations developed this year are available to counselors and teachers for future use. The Profession Sessions guest speaker lunch series will also likely continue at Bellamy. ICCR members reported that current efforts will be sustained or expanded at the high school level.



## District Profile: Gill-Montague

Within the Pioneer Valley of western Massachusetts, Gill-Montague is a small, low-income school district with three elementary schools, one middle school, and one high school. Located in the same building, Great Falls Middle School and Turner Falls High School serve approximately 460 students—around 200 in the middle school and 266 in the high school. Prior to receiving the ICCR grant, Gill-Montague had a limited number of CCR activities in their school district. There was no continuum between the middle school and high school, and related activities were not provided at every grade-level or even to all students within a given grade-level. At the high school level, most of the career planning took the form of college planning. Under the ICCR initiative, Gill-Montague introduced numerous grade- and school-level activities in order to integrate career development more comprehensively into middle and high school students' experience, starting in grade 6.

### Activities and Accomplishments

ICCR personnel were asked to describe the extent of changes at their participating middle schools and high schools. Twelve of Gill-Montague's sixteen ICCR-related personnel completed a survey reflecting on the extent to which participation in the ICCR grant resulted in achieving programmatic and policy-related changes at the middle school and/or high school level.

At the middle school level, respondents highlighted that participation in the ICCR grant resulted in increased support for and communication about CCR from key stakeholders, with the greatest impacts on the following:

- Increasing support from middle school guidance counselors for adding or improving CCR activities,
- Increasing support from middle school teachers for adding or improving CCR activities, and
- Increasing communication about promoting CCR between the middle school and high school.

Similarly, the largest reported impacts on support for and communication about CCR identified at the high school level are

- Increased support from high school guidance counselors for adding or improving CCR activities, and
- Increased communication about promoting CCR between the middle school and the high school.

ICCR personnel also described the programmatic impacts resulting from participation in the ICCR grant. At the middle school level, the largest programmatic changes identified include:

- Improving utilization of middle school counselors in provision of CCR education,
- Implementing new CCR curricula / activities at participating middle school, and
- Expanding or improving previously offered CCR curricula/activities at participating middle school.

Similarly, ICCR personnel noted the following programmatic changes at the high school level:

- Identifying gaps / missing services in CCR education for high school students,
- Improving utilization of school counselors in provision of CCR education at the high school,
- Expanding or improving previously offered CCR awareness-related curricula/activities at the high school,
- Implementing new CCR awareness offerings at the high school, and

- Increasing involvement of current or potential community partners in high school CCR activities.

Gill-Montague implemented and expanded a number of college- and career-related activities through their ICCR initiative. Key accomplishments include:

- **Strengthened Communication and Collaboration across Middle School and High School Guidance Departments** – Representatives of both the middle and high school guidance departments participated in Mass Model Institute. As a result of this participation, the departments created a joint vision and mission statement in order to streamline activities and improve the use of school counselors. The departments also developed a master counseling activities calendar for the school, which they posted on the school website. As the middle school counselor further described:

*The grant really helped us expand some of the things we already had in place ... and it allowed the middle and high school guidance counselors to work closely together to make plans and support ... the transition to high school and the idea of exploring CCR early, so kids understand what they need to do to have the life they want.*

- **Added CCR Lessons into Established Middle School and High School Advisory Models** – Gill-Montague used the existing advisory models as the primary means for implementing career development education. Students in all grade levels at the middle school meet in small groups for three days every week for 15 minutes at the start of the school day as part of the Circle of Power and Respect (CPR) program. CPR's format of greeting, sharing, activity, and daily news seeks to build social skills, community, and trusting relationships between students and the teacher. With the ICCR grant, the middle school team introduced monthly college and career readiness topics into the existing CPR program. Examples of monthly CCR topics include goal setting, stress management, College is Cool month, diversity, and peer pressure. The ICCR team selected monthly themes based on Mass Model suggestions, areas of importance to their student population, and time of year. In addition, distinct lesson plans were created for each grade level to reduce duplication and improve implementation in future years.

*Students seem to like them. I'm seeing it get more woven into the fabric of the way the year is going. Because we introduce topics at the beginning of the month, it is easy to refer back to it. Then teachers can easily be talking about goals in the classroom.*

At the high school level, Gill-Montague's ICCR team worked with the established advisory team to create distinct CCR lesson plans for each grade level, which were implemented through their existing 30-minute, once-weekly advisory period. In an effort to reach all students, the ICCR team modified the advisory schedule into the following five-week topical rotation: college and career readiness, academic check-in, fun, upstander (anti-bullying), and team-building lessons and activities. Students received seven CCR lessons throughout the school year, differentiated by grade level. Sample topics included post-secondary planning, completing a college application, test-taking strategies, career cluster inventories, resume preparation, and financial aid. The majority of CCR lessons utilized MassCIS resources.

*Using advisory to implement CCR lessons has been a great way to reach ALL of our students.*

- **Initiated Use of Massachusetts Career Information System at Middle School and High School** – All 7th- and 8th-grade students enrolled at Gill-Montague Middle School utilized the MassCIS website for the first time under this grant. Students were introduced to this career readiness platform by their guidance counselors in a group setting during a 45-minute class period. All 7th- and 8th-graders completed MassCIS portfolios and completed career cluster inventories. The team hoped to meet with 8th

graders for an additional session next year. The vast majority of middle school students (83%) surveyed found these activities useful. At the high school level, MassCIS resources were used to administer CCR lessons in the high school advisory and pilot the individual learning plan with 9th-grade students.

- **Piloted Individual Learning Plan** – Gill-Montague piloted the ILP process with 9th-grade students with activities primarily occurring during the advisory program described above. While older students accessed MassCIS resources on paper, 9th graders registered and conducted assessments (such as career cluster and learning styles inventories) online, creating their own e-portfolio that will travel with them through high school. In addition, 9th graders met with their guidance counselors multiple times to create a four-year plan, participate in a 9th-grade seminar, and attend college field trips.
- **Funded Field Trips to Local Colleges for Middle and High School Students** – ICCR grant funds were used to increase student exposure to post-secondary options. Sixth-grade students visited the University of Massachusetts Amherst, 8th-grade students travelled to the Massachusetts College of Liberal Arts and William College, and 9th-grade students visited Hampshire College and University of Massachusetts Amherst. Nearly 90% of middle and high school students surveyed rated these college field trips as useful, with more than half as ‘very useful’. In addition, 29 10th-grade students travelled to Springfield Technical Community College. High school students also participated in a Go Public assembly to increase awareness about public universities. ICCR staff commented,

*Early college visits, though very expensive and time-consuming to organize, have been great in helping students visualize themselves at college and have a sense of what college is “really” like. It helps students see the purpose of school.*

*The ability to bring students to local colleges and universities develops their sense of possibilities.*

- **Expanded College and Career Week Activities** – Gill-Montague hosted a week of CCR-awareness activities in April 2015 for their middle school and high school students. Activities included college door decorating contests, student and staff college dress-up day, lunchtime college and career trivia games, a college fair field trip for 11th graders, and a career fair for students in grades 7 through 12. At the career fair, 40 area businesses and organizations set up booths in the high school gym to discuss careers and college options in small groups. At the middle school, students also held a whole month of college awareness activities including door decorating contest, a former high school graduate talking at an all-school assembly about college, and wear your college gear day.
- **Expand and Strengthen Existing Partnerships with Local Employers, Post-Secondary Institutions, and Workforce Development Agencies** – Gill-Montague’s ICCR team continued to work closely with the Franklin Hampshire Regional Employment Board and the School Community Partnership on both established and new activities. These activities included but are not limited to a career breakfast with employers, career fair, resume writing workshop, and Transition to College and Career class. In addition, the Franklin Hampshire REB representative piloted onsite office hours (two hours weekly) so that students could schedule appointments to discuss resume writing, searching for jobs, and interviewing and job skills.

## Factors for Success

Key factors for successes cited include:

- **Dedicated Time, Funding and Support** – Grant-funded financial support and resources, an extended planning period, and related technical assistance are key. The inclusion of a planning year was essential.

It enabled key stakeholders to gather baseline information, brainstorm ideas, and plan wisely to create a feasible and sustainable implementation plan.

*The ability to partially fund these trips for a student population of low socio-economic status so it was available to all students.*

*Time and money to plan and carry out these trips.*

*I have a wonderful group of students with whom I work, and it's nice to have specific time in our schedule to focus on college and career planning.*

- **Strong Communication and Collaborative Efforts between Schools** – The middle school and high school guidance departments worked closely together to streamline CCR activities. One respondent said,

*The ICCR grant and Mass Model implementation have encouraged us to have a grades 6 to 12 aligned curricula regarding career and college readiness. The middle school and high school counselors collaborated a lot to come up with a joint mission and vision for the 6th- through 12th-grade counseling departments. We are working hard to ensure that career activities really flow from year to year, starting in 6th grade all the way up through senior year. This will also help make the transition to high school much smoother.*

- **Identifying and Creating CCR Activities to Reach All Students** – Gill-Montague established CCR lesson plans and activities that promoted CCR awareness to all middle school and high school students.
- **Building Off of Established CCR Initiatives and Relationships** – Given time and resource constraints, Gill-Montague focused their efforts on introducing CCR education and activities into well-established programs. New CCR lesson plans and activities were added into the established CPR and advisory programs at the middle school and high school.

*Working with an established program within the school—advisory—worked well because so much was already in place that we could implement quickly and with little added resources.*

## Challenges

ICCR-related personnel also were asked to identify challenges specific to implementing their initiatives at the middle school and high school levels. The most frequently cited challenges follow:

- **Available Time for Planning and Scheduling ICCR Activities into the School Day** – Both middle school and high school personnel frequently noted the challenge of finding available time to effectively plan and implement ICCR activities into an already busy school day.

*We already have a lot going on as teachers. Schedule changes and new activities are a challenge.*

*Working with constituency groups such as students, parents, and teachers in the program design. Getting feedback and incorporating changes from stakeholders is easy but actually involving stakeholders in the brainstorming and program development phases is much more difficult because it's so hard to get everyone together.*

- **Gaining Buy-In and Support from Administration and Teachers** – Team members noted the challenge of building awareness and support from the administration and teachers for implementing college and career readiness education and activities.
- **Promoting Consistent Implementation Across Teachers** – Because of the integration of CCR into the school-wide CPR and advisory programs, one of the key challenges reported was promoting consistent usage of CCR lessons across advisors and managing expectations for all participating advisors and students.

*Teacher participation in consistently implementing CPR lessons.*

- **Ensuring CCR Lessons are Engaging and Organized to Meet Classroom Time Constraints** – Advisors implementing the new CCR lessons noted they were often too long for the designated advisory period. In addition, advisors suggested topic areas be more engaging and targeted to address college and career readiness skills.

*The lessons for advisory would be stronger if they were more engaging and specific. For example, kids in 11th grade have done interest inventories and are bored with them. Differentiating by grade level in the future will help.*

*Having enough time. For example, advisory is only 30 minutes long and it's been tough to complete the CCR lessons in that amount of time!*

## Student Outcomes

Both ICCR personnel and students were asked to complete a brief survey providing feedback on the college and career readiness activities offered this year and to identify impacts of participation. Survey results are provided separately for the middle school and high school levels.

### Middle School

According to ICCR personnel, the largest benefits for middle school students participating in college and career readiness activities implemented this year under the ICCR initiative were

- Increased awareness about job and career options, and
- Increased awareness about post-secondary options.

Students' development of short- and long-term personal and educational goals, and increased understanding that school is relevant to their future were also noted.

In addition, nearly 100 7th- and 8th-grade students, representing nearly two-thirds of students, completed the student survey. It asked to what extent they agreed or disagreed with statements about college and career readiness efforts at their school and improvements in their academic, personal/social, and workplace-readiness skills due to participation in this year's CCR activities.

Nearly all (90%) students surveyed believed that it is important and enjoyable to learn college and career readiness skills during middle school. However, while the vast majority of students (87%) believed that their school is offering ways to better develop their future education and career plans, less than half agreed that teachers connect class work to relevant careers. Nearly three-quarters of students were interested in receiving more college and career readiness education.

**Table 10: Gill Montague Middle School Student Survey: Level of Agreement with Statements about College and Career Readiness**

	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I think it is important to learn college and career readiness skills during middle school.	98	27.6%	62.2%	9.2%	1.0%
b) I enjoy learning about college and career opportunities during school.	96	28.1%	45.8%	24.0%	2.1%
c) I believe my school is offering me ways to better develop my future education and career plans.	98	29.6%	57.1%	10.2%	3.1%
d) My teachers connect our class work to relevant careers.	98	4.1%	38.8%	51.0%	6.1%
e) I am interested in receiving more college and career readiness education and activities.	98	26.5%	45.9%	25.5%	2.0%

Students reported that participation in this year's CCR activities—MassCIS lessons, CPR monthly college and career themes, Career of the Month activities, career fair, college week activities, and college field trips—increased their college and career awareness and readiness skills. The largest benefits cited include:

- Increased awareness about different job and career options,
- Increased awareness about different college options,
- Increased knowledge about what education is required for different jobs, and
- Increased likelihood of developing short- and long-term goals for future.

**Table 11: Gill-Montague Middle School Student Survey: Impacts of Participation in CCR Activities**

<i>As a result of the college and career readiness activities I participated in this year...</i>	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I am more aware about different job and career options.	98	35.7%	52.0%	11.2%	1.0%
b) I am more aware about different college options (public / private; 2 & 4 year).	98	26.5%	60.2%	11.2%	2.0%
c) I have increased my research skills for gathering information about colleges and careers that interest me.	98	19.4%	33.7%	41.8%	5.1%
d) I know more about what education is required for different types of jobs.	98	26.5%	58.2%	11.2%	4.1%
e) I have learned more about which fields currently have better career opportunities.	98	23.5%	46.9%	22.4%	7.1%
f) I have a better understanding of whether a given career is right for me.	97	21.6%	53.6%	20.6%	4.1%
g) I am more likely to develop short- and long-term goals for my future.	98	25.5%	57.1%	16.3%	1.0%
h) I understand my own strengths and weaknesses better.	98	20.4%	45.9%	26.5%	7.1%
i) I feel more prepared for high school	98	22.4%	50.0%	17.3%	10.2%



Participation in CCR activities can also impact students' personal/social and educational attitudes and goals. Approximately 80% of students surveyed reported that participation in this year's CCR activities resulted in

- Increased belief that continuing education after high school is important for their future success,
- Increased belief that what they do in school now is important for achieving their future goals, and
- Increased effort to do well in school.

**Table 12: Gill Montague Middle School Student Survey: Academic & Personal / Social Impacts of Participation in CCR Activities**

<i>As a result of the college and career readiness activities I participated in this year...</i>	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I feel more connected to my school.	98	6.1%	34.7%	49.0%	10.2%
b) I feel more confident in my ability to learn.	97	12.4%	51.5%	29.9%	6.2%
c) I believe more that what I do in school now is important for achieving my future goals.	98	35.7%	52.0%	10.2%	2.0%
d) I try harder to do well in school.	97	34.0%	45.4%	17.5%	3.1%
e) I talk more with my parent(s) / family about college and career options.	98	15.3%	41.8%	29.6%	13.3%
f) I talk more with my friends about college and career options.	96	12.5%	39.6%	34.4%	13.5%
g) It increased my belief that continuing education after high school is important for my future success.	97	39.2%	42.3%	14.4%	4.1%

### High School

According to ICCR personnel, the largest benefits for high school students participating in college and career readiness activities implemented this year under the ICCR initiative were that they

- Increased students' awareness about job and career options, and
- Increased students' development of short- and long-term personal and educational goals.

In addition, 138 students, representing more than half of Gill-Montague's secondary students, completed the ICCR student survey. It asked them to what extent they agreed or disagreed with statements about college and career readiness efforts at their school and improvements in their academic, personal/social, and workplace-readiness skills due to participation in this year's CCR activities.

Nearly all high school students surveyed believed that it is important to learn college and career readiness skills during school. However, while approximately four-fifths believed their school is offering ways to better develop their future education and career plans, only around one-half reported that teachers connect class work to relevant careers. Three-quarters of students surveyed were interested in receiving more CCR education.

**Table 13: Gill Montague High School Student Survey: Level of Agreement with Statements about College and Career Readiness**

	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I think it is important to learn college and career readiness skills during high school.	137	44.5%	52.6%	2.9%	0.0%

**Table 13: Gill Montague High School Student Survey: Level of Agreement with Statements about College and Career Readiness**

	N	Strongly Agree	Agree	Disagree	Strongly Disagree
b) I enjoy learning about college and career opportunities during school.	137	22.6%	58.4%	16.1%	2.9%
c) I believe my school is offering me ways to better develop my future education and career plans.	137	20.4%	61.3%	15.3%	2.9%
d) My teachers connect our class work to relevant careers.	136	14.0%	40.4%	33.8%	11.8%
e) I am interested in receiving more college and career readiness education and activities.	137	20.4%	54.7%	23.4%	1.5%

Students reported that participation in this year's CCR activities—CCR lessons in advisory, MassCIS activities, college field trips and assemblies, college and career week activities, job search and skills meetings with a Franklin Hampshire REB representative, and internships—increased their college and career awareness and readiness skills. The largest benefits, cited by three-quarters or more of students, include:

- Increased awareness about different job and career options,
- Increased awareness about different college options,
- Increased understanding of whether a given career is right choice for them,
- Increased understanding of their strengths and weaknesses,
- Increased likelihood of developing short- and long-term goals for future,
- Increased knowledge about what education is required for different jobs, and
- Increased knowledge about which fields currently have better career opportunities.

**Table 14: Gill-Montague High School Student Survey: Impacts of Participation in CCR Activities**

<i>As a result of my participation in college and career activities...</i>	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I am more aware about different job and career options.	135	22.2%	59.3%	16.3%	2.2%
b) I am more aware about different college options.	136	22.1%	58.1%	19.1%	0.7%
c) I have increased my research skills for gathering information about colleges and careers that interest me.	136	14.0%	58.8%	25.0%	2.2%
d) I know more about what education is required for different types of jobs.	136	22.1%	55.1%	20.6%	2.2%
e) I have learned more about which fields currently have better career opportunities.	136	22.8%	53.7%	21.3%	2.2%
f) I have a better understanding of whether a given career is right for me.	135	20.0%	61.5%	15.6%	3.0%
g) I am more likely to develop short- and long-term goals for my future.	136	17.6%	61.8%	17.6%	2.9%
h) I understand my own strengths and weaknesses better.	134	20.9%	61.2%	14.2%	3.7%



**Table 14: Gill-Montague High School Student Survey: Impacts of Participation in CCR Activities**

<i>As a result of my participation in college and career activities...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
i) I feel more prepared for my future (college / career).	136	19.1%	52.2%	21.3%	7.4%
j) I have improved my job search skills (resume, application, interview skills).	135	18.5%	46.7%	25.9%	8.9%

Participation in CCR activities can also impact students' personal/social and educational attitudes and goals. More than 70% of students surveyed reported that participation in this year's CCR activities resulted in:

- Increased belief that continuing education after high school is important for their future success,
- Increased effort to do well in school, and
- Increased belief that what they do in school now is important for achieving their future goals.

**Table 15: Gill Montague High School Student Survey: Academic & Personal / Social Impacts of Participation in CCR Activities**

<i>As a result of my participation in college and career readiness activities...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I feel more connected to my school.	136	6.6%	37.5%	48.5%	7.4%
b) I feel more confident in my ability to learn.	135	11.1%	49.6%	33.3%	5.9%
c) I believe more that what I do in school now is important for achieving my future goals.	134	25.4%	46.3%	23.9%	4.5%
d) I try harder to do well in school.	135	28.1%	50.4%	18.5%	3.0%
e) I talk more with my parent(s) / family about college and career options.	136	13.2%	45.6%	26.5%	14.7%
f) I talk more with my friends about college and career options.	135	12.6%	44.4%	34.1%	8.9%
g) It increased my belief that continuing education after high school is important for my future success.	136	39.0%	44.9%	13.2%	2.9%

Finally, students who participated in career immersion activities were asked to describe the benefits of their work-based learning experiences. Thirty-nine 11th and 12th graders reported participating in the school internship program. Approximately three-quarters or more reported improvements in their communication skills, completion of tasks/projects from start to finish, understanding the importance of teamwork, and workplace-specific skills, as well as useful mentoring and guidance about education and career opportunities.

**Table 16: Gill-Montague High School Student Survey: Results of Participation in Work-Based Learning Experiences**

<i>As a result of my internship or work-based learning experience...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
My level of professionalism has increased.	39	28.2%	48.7%	17.9%	5.1%
I have improved my communication skills	39	23.1%	53.8%	15.4%	7.7%

**Table 16: Gill-Montague High School Student Survey: Results of Participation in Work-Based Learning Experiences**

<i>As a result of my internship or work-based learning experience...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I better understand the importance of working as part of a team.	39	20.5%	59.0%	12.8%	7.7%
I have increased my workplace-specific knowledge and skills.	39	25.6%	53.8%	15.4%	5.1%
I have learned to complete tasks / projects from start to finish.	39	33.3%	46.2%	15.4%	5.1%
I have received useful mentoring / guidance from a supervisor about my education and career opportunities.	39	23.1%	56.4%	10.3%	10.3%

The following student quotes further highlight the benefits of participation in work-based learning experiences.

*It has helped because you're so mature after and learn new experiences.*

*It helped me become more familiar [with] and experienced in the field of woodworking.*

*It has helped to improve my skills for a job after high school.*

*I'm improving in communication with my supervisor and daily tasks.*

*I have realized how important high school is in order to get a great paying job and a pretty good life.*

## Sustainability

Finally, ICCR members were asked to describe their expectations for continuing their ICCR work in the coming year. The majority of ICCR members anticipated sustaining some but not all of the current ICCR efforts next year. The majority of this year's whole-school ICCR efforts were expected to continue, including using health class as a forum to conduct MassCIS activities at the middle school and continuing to incorporate a college and career readiness lens to the middle school CPR and high school advisory program. However, with grant funding ending and upcoming budget cuts, it is unlikely that college site visits and more intensive programming like the career fair will be conducted next year.

## District Profile: Hampden-Wilbraham

Located near the city of Springfield, the Hampden-Wilbraham Regional School District consists of four elementary schools, two middle schools, and one regional high school. Both middle schools and the high school participated in the ICCR initiative, serving 260 5th through 8th graders at Thornton Burgess Middle School, 533 6th through 8th graders at Wilbraham Middle School, and nearly 1,200 secondary students at Minnechaug Regional High School during the 2014–2015 school year.

Prior to participation in the ICCR planning grant, Hampden-Wilbraham offered minimal college and career awareness activities at either of their middle schools. At the secondary level, Hampden-Wilbraham had numerous college and career readiness activities in place, including a strong partnership with River East School-to-Career Inc., a well-established formal internship program. They also had partnerships with numerous local employers and community-based organizations to help implement career fair and Hot Jobs 4 U career exploration opportunities. While these partnerships and programs existed at the secondary level prior to the district's involvement in the ICCR grant, Hampden-Wilbraham focused their ICCR efforts on expanding the initiatives, and launching a coordinated and comprehensive scope and sequence that would benefit all students starting in grade 7.

### Activities and Accomplishments

Hampden-Wilbraham implemented and expanded a number of college- and career-related activities through their ICCR initiative. ICCR personnel were asked to further describe the extent of changes at their participating middle schools and high schools. Sixteen of Hampden-Wilbraham's 31 ICCR-related personnel completed a survey reflecting on the extent to which participation in the ICCR grant resulted in achieving programmatic and policy-related changes at the middle school or high school levels.

#### Middle School

At the middle school level, respondents highlighted that participation in the ICCR grant resulted in increased support for and communication about CCR from key stakeholders, with the greatest impact on the following:

- Increased communication about promoting CCR between the middle schools and the high school
- Increased support from district administrators for adding or improving CCR activities at the middle schools
- Increased support from middle school guidance counselors for adding or improving CCR activities

Moreover, the largest programmatic changes at the middle school level resulting from participation in the ICCR grant reported were

- Identified gaps and missing services in CCR education for 7th- and 8th-grade students,
- Promoted CCR activities already in place for 7th- and 8th-grade students,
- Expanded or improved previously offered CCR curricula/activities at participating middle schools,
- Improved utilization of school counselors in provision of CCR education at the middle school, and
- Improved students' transition between middle school and high school.

Key accomplishments at the middle school include:

- **Introduced CCR into Middle School Advisory** – Guidance counselors at the two participating middle schools created specific CCR lesson plans and activities that were introduced to 5th- through 8th-grade students through their well-established middle school advisory program, Developmental Designs. Under this advisory program, students meet in small groups with their teacher/advisor for twenty minutes at the start of every school day. These meetings focus on improving students' teambuilding, character building, goal setting, and social skills. Counselors, students, and teachers/advisors all noted a more formalized introduction to what constitutes CCR this year, and that the addition of specific CCR lessons added greater structure to advisory.

*The Demonstration grant provided the platform through which to integrate college and career readiness concepts and activities into the existing Advisory framework at the middle schools, and to more clearly establish the link between college/career planning and those social and personal skills that were already being emphasized.*

*This year, the faculty and the students are becoming more familiar with what CCR means. When students are completing something on goal setting, they will now link it more directly to CCR.*

- **Initiated Use of Your Plan for the Future** – All 7th- and 8th-grade students enrolled at both participating middle schools utilized the Your Plan for the Future website for the first time under this grant. Students were introduced to this college and career readiness platform during their health class with support from their guidance counselors. All 7th- and 8th-graders completed career awareness inventories, worked on goal setting, and reflected on learning styles.
- **Initiated Individual Learning Plan (ILP) Process at the Middle School Level** – As highlighted above, middle school students used the Your Plan for the Future platform to help build their ILP. Given the use of different online CCR platforms at different schools (Your Plan for the Future at the middle school and Naviance at the high school), ILPs are currently in paper format, contained in individual student folders that include printouts of assessments completed on Your Plan for the Future and additional paper assessments completed during advisory. ILPs currently include student-identified strengths, challenges, short- and long-term goals, and learning styles. These plans will become part of the students' guidance record and travel with them to high school.
- **Introduced Career Development Education Activities through Community Partnerships** – Wilbraham Middle school collaborated with their community partner, Luso Federal Credit Union, to sponsor two new whole-school CCR activities this year. More than 500 middle school students (grades 6–8) participated in Junior Achievement's "JA in a Day" during October 2014. Sixth-grade activities focused on international trade work and how it affects students' daily lives. Seventh-grade curriculum focused on preparing for the work world while still in middle school. Eighth-grade activities focused on personal finance and the importance of identifying education and career goals based on skills, interest, and values. In addition, Luso Federal Credit Union also sponsored student banking at the middle school for the first time.

### High School

At the high school level, ICCR personnel also noted increased support for and communication about CCR as a result of participation in the grant. The largest impacts noted include:

- Increased support from high school building administrators for adding or improving CCR activities,
- Increased support from high school guidance counselors for adding or improving CCR activities,
- Increased support from high school teachers for adding or improving CCR activities,
- Increased support from district administrators for adding or improving CCR activities at the high school,
- Increased communication about promoting CCR across positions at the high school, and
- Increased communication about promoting CCR across grade levels at the high school.

In addition, ICCR personnel described the extent of programmatic change resulting from participation in the grant, which included:

- Identifying gaps / missing services in CCR education for high school students,
- Promoting CCR activities already in place for high school students,
- Expanding or improving previously offered CCR awareness-related curricula / activities at the high school,
- Implementing new CCR awareness-related curricula/activities at the high school, and
- Implementing new CCR exploration or immersion offerings at the high school.

Key accomplishments at the high school level include:

- **Developed and Implemented a Whole-School Advisory Program** – The primary focus of Hampden-Wilbraham’s ICCR initiative has been the development and implementation of a high school advisory program.

*Advisory is a very positive step. Key to build relationship with an adult and key for addressing CCR topics to all students at grade-appropriate times.*

The Minnechaug Advisory Program (MAP) is a 20-minute class, scheduled twice a month with approximately 15 students per group. All high school students participate and are grouped randomly by grade level. The primary foci of curriculum are college and career readiness and character development, including topics on intellectual development, communication skills, problem solving, wellness, integrity, and community and citizenship. All professional staff and administrators serve as MAP advisors, with guidance counselors linked to multiple groups for substitution purposes and to be available to students who need guidance during advisory.

- **Advisory Curriculum Development** – In July 2014, a team of ten high school teachers attended a three-day curriculum institute to develop lesson plans for advisory, including more than 100 activities for implementation in the middle school and high school advisories. In addition, the team created a resource binder containing all activities for distribution to all MAP advisors. The ICCR leadership team noted the importance of developing or tailoring lessons for their students.
- **MAP Advisor Training** – ICCR MAP committee members trained all MAP advisors in August 2014, practicing advisory techniques and discussing strategies. Advisors received complete activity resource books.
- **Student Leadership Team** – Hampden-Wilbraham identified a student leadership team to provide feedback on the first year of the advisory program. Six students representing all four grades participated, meeting two times per month following the advisory. In addition, the leadership team was directly involved in reviewing and providing feedback on the UMDI-developed student survey and developing a shorter version specific to advisory to be completed by all high school students.

Based on survey findings of students, approximately 55% of students reported finding the newly created advisory useful ('very' or 'somewhat'). Students preferred the advisory lessons specifically focused on college and career readiness, with three-quarters of students reporting these activities as useful. As a result of advisory, nearly three-fifths of students surveyed agreed that they could talk with their advisor if they had school or personal problems.

- Expanded Career Exploration Activities through Partnerships with Local Partners** – Hampden-Wilbraham's Career Coordinator continued to collaborate with River East School-to-Career, Inc., to increase outreach to the business community and scale up career exploration and immersion offerings. With the increased focus on ICCR, there has been an increase in the number of Hot Jobs 4 U career exploration events, community partners, and student participants. Established career exploration events, focused on health care and engineering, increased student participant numbers this year by 25%, serving 150 students this year. Furthermore, Hampden-Wilbraham organized a new Hot Jobs 4 U event focused on criminal justice serving 68 students. Along with prior businesses and employers, Hampden-Wilbraham's career exploration activities engaged 15 new community partners. According to survey results, nearly all (95%) students who participated in Hot Jobs 4 U activities this year found them useful, with 80% rating them as 'very useful.'

One of the key successes for providing more of these in-depth career exploration experiences has been the increased interest from teachers. As ICCR team members explained:

*We have been very successful in working with teachers who have helped us to expand our business connections. This year, we had two teachers in the social studies department ask if we could help put on Hot Jobs 4 U in criminal justice. The biology teacher has asked us to stage three Hot Jobs 4 U for her anatomy and physiology classes. The teachers in the engineering department have already asked us to set aside dates for STEM careers in the fall.*

*Expansion of career programming through class involvement in career exploration events—for example, Hot Jobs 4 U in Criminal Justice brought 18 professionals to speak with students in the government and law, and forensic science classes. Focused students and teachers involved in choosing the professionals, preparing for the event, and reflecting/discussing in class as a follow-up.*

- Piloted Individual Learning Plan at the High School Level** – Prior to participation in the ICCR grant, secondary students had registered for Naviance with a primary focus on college planning, completing college applications, and internship programming for 12th-grade students. This year, guidance counselors piloted the ILP process with 9th-grade students during small group, 40-minute developmental guidance sessions. Using Naviance, 9th-grade students completed their career interest profiler and 4-year academic plan, and identified prior classes taken and future courses and electives needed to meet desired career goals. ILPs currently include student-identified strengths, interests, short- and long-term goals, and related CCR activities. These online plans will become part of the students' guidance record and travel with them through high school. In preparation for expansion next year, Hampden-Wilbraham utilized the last advisory session of the year to provide all students with their high school transcripts, initiate their academic plan on paper, and discuss graduation requirements. The guidance department planned to incorporate online ILP development during guidance sessions across all grades next year. Naviance resources and activities will differ by grade level.



## Factors for Success

Key factors for success include:

- **Utilizing Key Stakeholders in Development and Improvement of ICCR Initiative** – Respondents noted the importance of having an engaged, motivated, and collaborative team that represents viewpoints of all key stakeholders—including students and parents—and has strong leadership.

*Importance of communicating with and actively involving students, parents, teachers, and community partners.*

*Parent and student input into planning advisory was most beneficial. Parents spoke at school committee meetings and at open house. Students spoke at open house and formed a focus group that met and shared many beneficial initiatives.*

*The “buy in” and assistance from teachers to stage Hot Jobs 4 U.*

*Organization of career programs by full-time school-to-career coordinator and the director of River East School-to-Career with teachers who are excited to include career exploration into the curriculum.*

- **Fostering a Common Vision** – Respondents also cited the importance of building a common vision about the need for ICCR programming and how it will positively affect students. As one respondent noted, high school administrators and personnel were “determined to create a successful advisory program that promotes a relationship with a faculty member AND addresses topics all students need for college and career readiness.”
- **Building Support from School Leadership** – Strong support from both building- and district-level administrators is critical. Planning team members spoke of “the unfailing support of the high school principal.”
- **Establishing Dedicated Time, Funding, and Support** – Grant support, an extended planning period, and related technical assistance are key.

*Paid time for teachers at our school to create CCR lessons tailored to our students’ needs.*

*Months of planning prior to program implementation.*

*Time to meet and communicate what each is doing and plan for coordinated efforts and for future activities.*

- **Providing Necessary Training and Resources for All Personnel to Successfully Conduct and Improve Advisory** – When implementing new whole-school programs, such as the high school MAP advisory program, it is critical to provide upfront training and continued technical assistance resources to personnel. As highlighted, all professional staff and administrators serve as MAP advisors.

*Surveys of both advisors and students concerning how the Advisory program was working and how to improve it.*

- **Building on Established Activities and Goals** – In conjunction with designing the new advisory program, Hampden-Wilbraham focused their efforts on building off prior successes and collaborations already in place at the middle school and high school to further improve and/or streamline the process.

[At the middle school level:] *Being able to build upon an existing and well-established framework (advisory) was very important to not only establishing this, but increasing the likelihood of sustainability. The other key was integration of this within the district's commitment to Tiered Systems of Support, so that the diverse needs of all learners could be considered in the ICCR activities.*

- **Increasing Participation by Community Partners** – Hampden-Wilbraham maintains a strong partnership with River East School-to-Career, Inc., and partnerships with numerous local employers and community-based organizations to help implement career awareness, exploration, and immersion activities. Along with already established business and employer partnerships, Hampden-Wilbraham engaged 15 new community partners for their expanded Hot Jobs 4 U career exploration opportunities.

## Challenges

ICCR-related personnel also were asked to identify challenges specific to implementing their initiatives at the middle school and high school levels. The most frequently cited challenge at the middle school level was:

- **Finding Available Time** – The primary challenge facing ICCR implementation at the middle school was finding available time for planning, scheduling, and implementing ICCR activities into the school day.

*Time, of course, and resources. Our middle school guidance staff (one building = full time; one building = half time) wear many different hats, and this was a challenging year in our middle schools as there has been an ongoing discussion about long-term planning for middle school education across the district.*

At the high school level, the most frequently cited challenges included:

- **Finding Available Time** – Similar to findings at the middle school, ICCR team members noted the challenge of finding the time necessary to plan, schedule and implement CCR activities at the high school.

*With the growth of requests for Hot Jobs 4 U career events, the key challenge is time.*

*Implementing advisories as an entirely new activity has had some planning/implementation issues this first year for everybody. This culture change has been fairly smooth but when the unexpected happens (school delay or other schedule abnormalities), folks were unsure about rescheduling. This year was a huge learning experience.*

- **Promoting Consistent Stakeholder Buy-In, Expectations and Participation** – With the implementation of a new whole-school advisory, one of the key challenges was promoting consistent usage of CCR lessons across advisors and managing expectation for all participating advisors and students. The following quotes further highlight this challenge.

*I believe that one of the greatest challenges—given the ambitious undertaking—was building consistent expectations across all advisories, for all teachers who were in the advisor role. This is a process that takes time to be fully established.*

*Consistent use of advisory lessons on the appropriate CCR topics for each scheduled advisory—some advisors “go rogue” and engage the students in amusing activities that build community but do not necessarily support CCR.*



*The first year of advisory has been a tough sell to the students and to some faculty. Some expected too much and are impatient to wait for relationships to grow; others don't see the point of having advisory. I expect next year to be better.*

- **Ensuring CCR Lessons are Engaging and Organized to Meet Time Constraints** – Students meet for advisory for 20 minutes every two weeks. Many of the lesson plans and activities required lengthier periods of time. Advisory lessons were reviewed to ensure that lessons and activities fit within the allotted time frame, while actively engaging and promoting CCR-related skills.

*Creating the plans for advisory was time consuming. Many of the activities were too time consuming for the 20-minute advisory. Many advisors are developing their own activity/discussion on the proposed topic of the day. We will be reworking the “binder” of activities this summer.*

## Student Outcomes

Both ICCR personnel and students were asked to complete a brief survey providing feedback on the college and career readiness activities offered this year and to identify impacts of participation. Survey results are provided separately for the middle school and high school levels.

### Middle School

According to ICCR personnel, the largest benefits for middle school students participating in college and career readiness activities implemented this year under the ICCR initiative were

- Increased development of short- and long-term personal and educational goals,
- Increased awareness about job and career options,
- Increased awareness about post-secondary options, and
- Increased ownership of their education and career pathway.

Unfortunately, the Hampden-Wilbraham middle schools were not able to participate in the student survey process. During the district site visit, UMDI held focus groups with 7th- and 8th-grade students and interviews with middle school counselors to learn more about early impacts of the ICCR grant. Key impacts highlighted include (1) increased familiarity of both students and staff about what college and career readiness means; (2) increased interest in and desire for additional structured college and career awareness activities; (2) increased awareness about different college and career options; (3) increased communication with family members about college and career options; and (4) initial development of personal and educational goals. The following quotes provide additional detail.

*[Your Plan for the Future] shows you what's out there—especially in those categories related to my interests, like working with kids and teaching. I really like seeing what jobs are out there and to see where you could be going.*

*It gets you ready. It's actually coming. It's time start thinking about the future. It's a time to be serious.*

*I've been talking a lot more with my parents at home about what I want to be and I have three very different ideas. I was talking with my parents about what classes would benefit me more for these jobs? So, instead of choosing classes because you know they're easy or you don't get a lot of homework, you now think*

*about what's going to help me in the future to be a successful person. And that's why this stuff is so important. You don't have a lot of time to mess up and make bad decisions. You have to start acting now.*

### High School Students

According to ICCR personnel, the largest benefits for high school students participating in college and career readiness activities implemented this year under the ICCR initiative were:

- Increased students' connection to an adult at school,
- Increased students' awareness about job and career options,
- Increased students' awareness about post-secondary options, and
- Increased students' sense that school is relevant to their future.

In addition, nearly 300 students, representing approximately one-quarter of Hampden-Wilbraham's secondary students, completed the ICCR student survey. It asked them to what extent they agreed or disagreed with statements about college and career readiness efforts at their school and improvements in their academic, personal/social, and workplace-readiness skills due to participation in this year's CCR activities.

Nearly all high school students surveyed believed that it is important to learn college and career readiness skills during school. However, while more than four-fifths believed their school is offering ways to better develop their future education and career plans, only around one-half reported that teachers connect class work to relevant careers. The vast majority of students surveyed were interested in receiving more CCR education

**Table 17: Hampden-Wilbraham High School Student Survey: Level of Agreement with Statements about College and Career Readiness**

	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I think it is important to learn college and career readiness skills during high school.	283	62.5%	36.0%	0.4%	1.1%
b) I enjoy learning about college and career opportunities during school.	283	19.4%	66.4%	11.0%	3.2%
c) I believe my school is offering me ways to better develop my future education and career plans.	281	31.0%	53.4%	12.1%	3.6%
d) My teachers connect our class work to relevant careers.	281	5.3%	50.2%	31.7%	12.8%
e) I am interested in receiving more college and career readiness education and activities.	282	31.9%	53.9%	12.1%	2.1%

Students reported that participation in this year's CCR activities—CCR lessons in advisory, Naviance activities, career fair, Hot Jobs 4 U job shadowing, and internships—increased their college and career awareness and readiness skills. The largest benefits, cited by more than three-quarters of students, include:

- Increased awareness about different job and career options,
- Increased awareness about different college options, and
- Increased likelihood of developing short- and long-term goals for future.

<b>Table 18: Hampden-Wilbraham High School Student Survey: Impacts of Participation in CCR Activities</b>					
<i>As a result of the college and career readiness activities I have participated in this year...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I am more aware about different job and career options.	283	26.1%	50.5%	19.8%	3.5%
b) I am more aware about different college options (public / private; 2 & 4 year).	283	23.3%	50.5%	21.6%	4.6%
c) I have increased my research skills for gathering information about colleges and careers that interest me.	282	20.9%	46.5%	28.4%	4.3%
d) I know more about what education is required for different types of jobs.	283	20.8%	51.2%	24.4%	3.5%
e) I have learned more about which fields currently have better career opportunities.	283	17.3%	50.9%	25.8%	6.0%
f) I have a better understanding of whether a given career is right for me.	282	17.4%	52.1%	26.2%	4.3%
g) I am more likely to develop short- and long-term goals for my future.	282	17.0%	57.4%	23.0%	2.5%
h) I understand my own strengths and weaknesses better.	282	18.4%	53.2%	24.5%	3.9%
i) I feel more prepared for my future (college / career).	282	13.8%	53.5%	28.0%	4.6%
j) I have improved my job search skills (resume, application, interview skills).	281	14.9%	50.2%	29.9%	5.0%
k) I have improved my communication skills (written / oral).	282	15.6%	52.1%	27.0%	5.3%

Participation in CCR activities can also impact students' personal/social and educational attitudes and goals. More than three-quarters of students surveyed reported that participation in this year's CCR activities resulted in:

- Increased belief that continuing education after high school is important for my future success,
- Increased belief that what they do in school now is important for achieving their future goals,
- Increased effort to do well in school, and
- Increased communication with parent(s) / family about college and career options.

<b>Table 19: Hampden-Wilbraham High School Student Survey: Academic &amp; Personal / Social Impacts of Participation in CCR Activities</b>					
<i>As a result of the college and career readiness activities I have participated in this year...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I feel more connected to my school.	283	4.6%	43.8%	42.0%	9.5%
b) I feel more confident in my ability to learn.	283	8.8%	56.5%	29.0%	5.7%
c) I believe more that what I do in school now is important for achieving my future goals.	282	31.2%	50.4%	14.2%	4.3%
d) I try harder to do well in school.	283	23.7%	53.7%	19.8%	2.8%
e) I talk more with my parent(s) / family about college and career options.	283	23.7%	52.7%	19.4%	4.2%

**Table 19: Hampden-Wilbraham High School Student Survey: Academic & Personal / Social Impacts of Participation in CCR Activities**

f) I talk more with my friends about college and career options.	282	19.9%	49.3%	25.2%	5.7%
g) It increased my belief that continuing education after high school is important for my future success.	281	38.4%	42.3%	16.0%	3.2%

Finally, students who participated in career immersion activities were asked to describe the benefits of their work-based learning experiences. Eighteen 11th and 12th graders surveyed reported participating in the school internship program. Nearly all reported improvements in their level of professionalism, completion of tasks/projects from start to finish, understanding the importance of teamwork, and workplace-specific skills, as well as useful mentoring and guidance about education and career opportunities.

**Table 20: Hampden-Wilbraham High School Student Survey: Results of Participation in Work-Based Learning Experiences**

As a result of my internship or work-based learning experience...	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) My level of professionalism (attendance, punctuality, appropriate clothes, positive attitude) has increased.	18	61.1%	27.8%	11.1%	0.0%
b) I have increased my workplace-specific knowledge and skills	17	61.1%	27.8%	5.6%	5.6%
c) I better understand the importance of working as part of a team.	18	61.1%	33.3%	5.6%	0.0%
d) I have learned to complete tasks / projects from start to finish.	18	61.1%	33.3%	5.6%	0.0%
e) I have received useful mentoring / guidance from a supervisor about my education and career opportunities.	18	64.7%	35.3%	0.0%	0.0%

The following student quotes further highlight benefits of participation in work-based learning experiences.

*Internship has helped me confirm what I want to major in in college, and what I would like to do after. It also gave me a stronger idea about the importance of taking initiative at a job.*

*Internship has helped me because it has given me a lot of hands-on experience, and I have been able to determine what career I want to do when I get into college.*

*I have made contacts in the career I am interested in. I have also received guidance in the college process from my mentor and a recommendation letter from my mentor. I have learned what is required of workers in my field and have really gained far more knowledge into a day in the life of my mentor. I also was hired.*

*Participating in my internship has helped me to become more vocal and communicate better with people.*

*It gives me experience that people in my school could not.*

*Internship has given me the opportunity to not only get real world experience in my field of interest but also perform tasks to better narrow my interest within the business field.*

*My internships have helped me to develop skills that I can use in any career I go into. I have gained experienced in areas of study that I plan to study in college and it has helped to have a better idea of what I want to do in my future. I have been able to realize my strengths and weaknesses because of my internship.*

*Participating in an internship has helped me reaffirm my future career interest. By making great connections with my many mentors, I am so grateful for all the opportunities that I had at my internship. It was one of the most rewarding experiences of my high school career.*

## Sustainability

Finally, ICCR members were asked to describe their expectations for continuing their ICCR work in the coming year. While faced with budget constraints, all members anticipated sustaining current ICCR efforts developed at the middle school level into next year.

*The advisory program is a key feature in the district's School Climate Transformations program, a 5-year project that is designed to reinforce the Tiered System model. As we have used the ICCR resources to establish the mechanisms for incorporating a college and career readiness lens, sustainability seems highly likely.*

*We are hopeful that we will be able to sustain our programming, but are facing budget constraints. We will continue to use health class as a forum to do CCR activities, but are uncertain about specifics at this point. However, as we feel our students benefited this year, we are dedicated to sustaining programming.*

At the high school level, more than half of respondents cited plans to expand ICCR efforts next year, with the remainder reporting efforts to sustain current levels of effort. Based on student and advisor feedback, the ICCR team plans to build additional CCR lesson plans for advisory program.

*More tangible CCR topics requested by the students. One guidance counselor working to write new activities. A CCR topic will be covered every other (9 times during the year) advisory.*

*Student survey results show a desire for more CCR activities. As a result, a guidance counselor will be writing additional CCR activities with one offered in each grade level each month. Students are ready for more, and our plan is to provide that.*

## District Profile: Northbridge

Northbridge is a suburban community of approximately 15,000 residents located in southern Worcester County. The school district served nearly 800 5th- through 8th-grade students at the Northbridge Middle School and 635 secondary students at the Northbridge High School during the 2014–2015 school year. Key challenges facing Northbridge as they embarked on the ICCR initiative included the lack of transportation for many of the districts' students and parents, and limited local employment opportunities. In addition, many of the top middle school students from Northbridge have been choosing to attend the local vocational school. In an attempt to make Northbridge High School more attractive to some of these students, Northbridge's ICCR team focused on developing strong linkages between the middle school and high school.

Prior to participation in the ICCR grant, Northbridge offered limited career development education or planning activities. Without guidance counselors or advisory programs at Northbridge Middle School, the majority of career awareness activities had been sporadic and dependent on the initiative of individual teachers rather than comprehensive or systematic. At the high school level, most of the college and career readiness education had taken the form of college planning. While small pockets of CCR activities happen throughout the district, the ICCR grant allowed Northbridge to expand existing programs and create new opportunities in order to make a more comprehensive CCR package for all students in grades 5 through 12.

### Activities and Accomplishments

Northbridge implemented and expanded a number of college- and career-related activities through their ICCR initiative. ICCR personnel were asked to further describe the extent of changes at their participating middle schools and high schools. Eight of Northbridge's sixteen ICCR-related personnel completed a survey reflecting on the extent to which participation in the ICCR grant resulted in achieving programmatic and policy-related changes at the middle school and high school levels.

#### Middle School

At the middle school level, respondents highlighted that participation in the ICCR grant resulted in increased support for and communication about CCR from key stakeholders, with the greatest impacts on the following:

- Increasing support from district administrators for adding or improving CCR activities at the middle schools, and
- Increasing communication about promoting CCR between the middle school and the high school.

The largest programmatic changes resulting from participation in the ICCR grant at the middle school level include:

- Identifying gaps / missing services in CCR education for 7th- and 8th-grade students,
- Expanding or improving previously offered CCR curricula/activities at participating middle school,
- Implementing new CCR curricula/activities at participating middle school, and
- Improving students' transition between middle school and high school.



## High School

At the high school level, ICCR personnel also noted increased support for and communication about CCR as a result of participation in the grant. The largest impacts noted include:

- Increasing support from district administrators for adding or improving CCR activities at the high school,
- Increased support from high school teachers for adding or improving CCR activities,
- Increased support from high school guidance counselors for adding or improving CCR activities,
- Increased communication about promoting CCR across positions at the high school, and
- Increased communication about promoting CCR between the middle school and the high school.

Moreover, the largest programmatic impacts at the high school level were

- Promoting CCR activities already in place for high school students,
- Implementing new CCR awareness offerings at the high school,
- Implementing new CCR exploration or immersion offerings at the high school, and
- Improving students' transition between middle school and high school.

Key accomplishments at the middle school and high school include:

- **Increased Career Awareness Opportunities for Younger Middle School Students** – Over the two-year initiative, Northbridge Middle School piloted and expanded activities to increase career awareness for their 5th- and 6th-grade students. During the first year of the grant, Northbridge administered a Career Fair Expo Day, where more than 15 professionals set up booths and spoke with 5th-grade students about their professions, education, and interests. In addition, 5th- and 6th- grade students researched careers of interest in their instructional technology class and completed reports and slideshow presentations, respectively, on the careers identified.
- **Initiated Use of Naviance and MassCIS resources at Middle School** – Over multiple class periods, all 7th- and 8th-grade students were introduced to career readiness resources by their technology teacher during their instructional technology course. Students registered with Naviance and were introduced to its tools, including the strength explorer. In addition, 8th-grade students completed multiple MassCIS lessons, including the Career Cluster Inventory, Reality Check Activity, and Career Interests assessments. The majority of students surveyed found these activities useful.
- **Implemented Northbridge High School Career Fair** – Following up on their success with the 5th-grade career fair last year, Northbridge conducted a career fair at Northbridge High School for 8th-through 12th graders during the second year of the grant. Northbridge's ICCR team partnered with approximately 20 local employers and community-based organizations to carry out the fair.

*The career fair seemed to create what might be possible for students who never thought about what they would do after graduation.*

- **Launched the Northbridge Career Academy** – Through the ICCR grant, Northbridge launched the Northbridge Career Academy during the 2014–2015 academic year. This opportunity, housed in Northbridge High School, enabled incoming 9th-grade students and select 10th-grade students to apply for and join an academy of their choice. Thirty-nine students enrolled in and completed the first year of the Northbridge Academy in one of the five following programs: business, computer design, science engineering, justice, and media broadcasting. Students within each academy were placed in the established weekly advisory with their Career Academy teacher as their advisor for added CCR guidance

and mentoring. Primary activities for first-year academy students included participating in relevant elective courses and field trips generally reserved for upperclassmen, and designing the trajectory of their high school study articulated in individual learning plans. As they progress through high school, Academy students will have increased opportunities to participate in specialized electives and career exploration activities, and to develop job-related skills (e.g., resume writing and interviewing), as well as more certificate and internship choices related to their field.

- **Increased Awareness and Marketing of the Northbridge Career Academy to Middle School Students** – The ICCR team created a Northbridge Career Academy website and brochures describing each of the five academies, and outlining benefits and necessary core and elective courses by year. The brochures also included relevant places of employment and job titles. In addition, high school guidance counselors and Career Academy advisors gave presentations with 7th- and 8th-grade students to better inform them of the options for applying for one of the high school's new career academies. While middle school students are increasingly aware of the existence of the Career Academies, further information about career academy benefits would prove useful. There was high interest in joining the Career Academy from middle school students. Approximately 60% of 7th- and 8th-grade students surveyed expressed interest in applying for one of the Career Academies in the future.
- **Piloted Individual Learning Plan with Students in Career Academy** – High school guidance counselors and Career Academy teachers/advisors collaborated to pilot the ILP process with the 39 9th- and 10th-grade students who participated in the Northbridge Career Academy this year. The process began during the Summer Career Investigation Program (SCIP) summer program and continued through the 2014–2015 school year. Students met in a small group setting with their Career Academy teachers/advisors six times throughout the year for 15-minute intervals to continue ILP development. ILPs currently include courses taken and grades to date, student-identified strengths, interests and short- and long-term goals, and participation in CCR activities. These plans will become part of the students' guidance record, will travel with them to high school, and can be shared with both teachers and parents.
- **Expanded and Revised Summer Career Investigation Program** – During the summer of 2014, Northbridge piloted a free, three-week summer career exploration program using their Collaborative Partnership grant and an academic support grant. The program initially targeted those incoming freshman who scored at the “warning” or “needs improvement” levels on their 8th-grade MCAS exams, to assist them in maintaining their skills over the summer. The pilot served 15 students and was well received. For the summer of 2014, SCIP again targeted students in need but also broadened outreach by strongly encouraging incoming accepted Northbridge Academy students to attend. The number of participants in the summer of 2014 increased substantially to 42, and the majority were incoming Northbridge Academy students. During the SCIP program, students selected two of four career modules to research and explore, worked in Naviance to begin building their ILP, attended career-related field trips, visited Worcester State University, participated in a community service project, and conducted a final presentation/project for their families. In addition, Northbridge piloted SCIP Jr., a career exploration summer program, for 13 incoming 7th- and 8th-grade students who are eligible for Title I services. SCIP Jr. was structured similarly to SCIP, with these younger students participating in career development field trips. Northbridge planned to continue these programs with incoming Academy students during summer 2015.
- **Integrated CCR Topics within Established High School Advisory** – The ICCR team developed and enhanced lesson plans promoting college and career readiness skills for inclusion during the weekly mixed-age group high school advisory classes. Relevant CCR topics addressed this year include financial literacy, time management, dress for success, goal setting, decision-making skills, conflict resolution, soft skills, job interviewing skills, and college planning.



- **Continued Outreach and Partnership Building with Local Employers and Post-Secondary Institutions** – Under the initiative, Northbridge expanded or developed new partnerships with more than 15 organizations. These community partners were active participants in the career fair, workplace visits, college field trips, and internships. ICCR funds enabled more than 30 8th-grade students to attend field trips to IRobot, Worcester Polytechnic Institute, and the Girls STEM conference. Nearly all students surveyed found these trips to be useful, with more than three-quarters describing these field trips as ‘very useful.’ In addition, Career Academy students participated in a variety of related CCR field trips, including visits to IRobot, University of Massachusetts, and the Uxbridge District Courthouse.

## Factors for Success

Key factors for success cited include:

- **ICCR Planning Team** – Respondents noted the importance of having an engaged, motivated, and collaborative team that represents multiple viewpoints and has strong leadership.  
*A key factor has been the district-level planning team. Having the opportunity to plan, work, and collaborate as an inclusive group with representatives from middle and high school has been very effective.*
- **Support from District Leadership** – Strong support from district-level administrators is critical. As one ICCR team member noted, the “Full ‘buy-in’ and leadership of our superintendent was key to our success.”
- **Support from High School Building Administrators and Faculty for Implementing New Career Academy Model** – The development and implementation of the new Career Academy model would not have been possible without the buy-in and support from high school staff and administrators.  
*Support from the staff and administrators across all content areas has made the programming highly successful. The teachers have taken ownership of the program development of the new Career Academies.*
- **Dedicated Time and Funding** – Grant financial support and resources with an extended planning period are key.

## Challenges

ICCR personnel also were asked to identify challenges specific to implementing their initiatives at the middle school and high school levels. The most frequently cited challenges at the middle school level were:

- **Available Time** – The most frequently echoed challenge is finding needed time for planning, scheduling, and implementing ICCR activities in an already full school day.  
*Time for committee work.*  
*Finding time to educate teachers on the initiative and develop plan of action to incorporate more into general education classes.*
- **Gaining Buy-in from Key Stakeholders at the Middle School** – Multiple ICCR team members noted the challenge of gaining consistent buy-in and support from building administrators and teachers at the middle school. Unlike other participating districts where the guidance department took a leading role in organizing and advancing the ICCR initiative at the middle school, Northbridge did not maintain a middle school counselor. Additional ownership and support at the middle school level is needed.

*We did not have an administrator in our building leading/owning the activities.*

*Limited administrative and teacher buy-in school-wide.*

*Understanding the ‘real’ role expected of the middle school. Communicating the mission to other teachers.*

- **Budget Constraints** – Over the course of the two-year grant, Northbridge School Department experienced a failed override of Proposition 2 ½, resulting in \$1.1 million budget cut for the 2014–2015 school year, resulting in the loss of common planning time, staffing, and extracurricular activities at the middle school. Additional budget cuts are anticipated for the 2015–2016 year.

*Constantly overshadowed by budget issues and whether anything is sustainable.  
How do we spark enthusiasm and ensure we can keep it going in the long term is our main challenge.*

The most frequently cited challenges at the high school level were:

- **Available Time** – While noting the support and buy-in of high school administrators and faculty, ICCR team members highlighted general challenges—time, curricula development, clear communication—in developing, implementing, and building awareness about the new Career Academy program.

*The process of implementation is still a work in progress. The students and staff are working on the expectations of the program.*

- **Transportation** – Multiple ICCR team members also noted the lack of transportation for many of the districts’ students and parents. ICCR team members expressed hopes to formalize and expand a job shadow and internship program; however, lack of transportation compounded by few local employment opportunities have limited these opportunities.

## Student Outcomes

Both ICCR personnel and students were asked to complete a brief survey providing feedback on the college and career readiness activities offered this year and identifying impacts of participation. Survey results are provided separately for the middle school and high school levels.

### Middle School Students

According to ICCR personnel, the largest benefits for middle school students participating in college and career readiness activities implemented this year under the ICCR initiative include:

- Increased awareness about job and career options,
- Increased awareness about post-secondary options,
- Increased sense that school is relevant to their future, and
- Increased student connection to an adult at school.

In addition, more than 150 7th- and 8th-grade students completed the ICCR student survey. It asked them to what extent they agreed or disagreed with statements about college and career readiness efforts at their school and improvements in their academic, personal/social, and workplace-readiness skills due to participation in this year’s CCR activities.

Nearly all middle school students surveyed believed that it is important to learn college and career readiness skills during school. However, while nearly 90% believed their school is offering ways to better develop their future education and career plans, only one-half reported that teachers connect class work to relevant careers. The vast majority of students surveyed were interested in receiving more CCR education.

**Table 21: Northbridge Middle School Student Survey: Level of Agreement with Statements about College and Career Readiness**

	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I think it is important to learn college and career readiness skills during middle school.	157	36.9%	55.4%	5.7%	1.9%
b) I enjoy learning about college and career opportunities during school.	157	24.2%	55.4%	16.6%	3.8%
c) I believe my school is offering me ways to better develop my future education & career plans.	157	26.8%	52.2%	15.3%	5.7%
d) My teachers connect our class work to relevant careers.	156	7.7%	42.9%	35.9%	13.5%
e) I am interested in receiving more college and career readiness education and activities.	156	36.5%	50.0%	9.6%	3.8%

Students reported that participation in this year's CCR activities—Naviance and MassCIS activities, career fairs, college field trips, and information about Northbridge Career Academies—increased their college and career awareness and readiness skills. The largest benefits noted include:

- Increased likelihood of developing short- and long-term goals for future,
- Increased awareness about different job and career options,
- Increased understanding of own strengths and weakness, and
- Increased feeling of preparation for their future.

**Table 22: Northbridge Middle School Student Survey: Results of Participation in CCR Activities**

<i>As a result of the college and career readiness activities I participated in this year...</i>	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I am more aware about different job and career options.	152	40.8%	47.4%	11.2%	0.7%
b) I am more aware about different college options.	151	33.8%	46.4%	17.9%	2.0%
c) I have increased my research skills for gathering information about colleges and careers that interest me.	150	20.7%	44.0%	30.0%	5.3%
d) I know more about what education is required for different types of jobs.	151	29.1%	48.3%	19.9%	2.6%
e) I have learned more about which fields currently have better career opportunities.	151	27.8%	41.7%	25.8%	4.6%
f) I have a better understanding of whether a given career is right for me.	150	30.7%	44.0%	21.3%	4.0%

<i>As a result of the college and career readiness activities I participated in this year...</i>	N	Strongly Agree	Agree	Disagree	Strongly Disagree
g) I am more likely to develop short- and long-term goals for my future.	151	46.4%	45.0%	6.0%	2.6%
h) I understand my own strengths and weaknesses better.	151	39.7%	41.7%	15.9%	2.6%
i) I feel more prepared for high school.	151	37.1%	45.0%	14.6%	3.3%

Participation in CCR activities can also impact students' personal/social and educational attitudes and goals. More than 85% of students surveyed reported that participation in this year's CCR activities resulted in:

- Increased belief that continuing education after high school is important for their future success,
- Increased effort to do well in school, and
- Increased belief that what they do in school now is important for achieving their future goals.

**Table 23: Northbridge Middle School Student Survey: Academic & Personal / Social Impacts of Participation in CCR Activities**

<i>As a result of the college and career readiness activities I participated in this year...</i>	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I feel more connected to my school.	153	8.5%	54.2%	30.7%	6.5%
b) I feel more confident in my ability to learn.	152	25.7%	54.6%	17.1%	2.6%
c) I believe more that what I do in school now is important for achieving my future goals.	151	46.4%	42.4%	7.9%	3.3%
d) I try harder to do well in school.	152	56.6%	34.9%	7.2%	1.3%
e) I talk more with my parent(s) / family about college and career options.	150	28.7%	42.7%	21.3%	7.3%
f) I talk more with my friends about college and career options.	152	14.5%	37.5%	36.2%	11.8%
g) It increased my belief that continuing education after high school is important for my future success.	152	63.8%	28.9%	4.6%	2.6%

### High School Students

According to ICCR personnel, the largest benefits for high school students participating in college and career readiness activities implemented this year under the ICCR initiative include:

- Increased students' awareness about job and career options,
- Increased students' awareness about post-secondary options,
- Increased students' sense that school is relevant to their future,
- Improved students' career exploration skills, and
- Increased students' connection to an adult at school.

In addition, 61 secondary students, half of which were Career Academy students, completed the ICCR student survey. It asked them to what extent they agreed or disagreed with statements about college and career readiness

efforts at their school and improvements in their academic, personal/social, and workplace-readiness skills due to participation in this year's CCR activities.

Nearly all students surveyed believed that it is important to learn college and career readiness skills during school. However, while approximately 90% believed their school is offering ways to better develop their future education and career plans, only 65% reported that teachers connect class work to relevant careers. Nearly all students surveyed were interested in receiving more CCR education.

<b>Table 24: Northbridge High School Student Survey: Level of Agreement with Statements about College and Career Readiness</b>					
	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I think it is important to learn college and career readiness skills during high school.	61	68.9%	29.5%	1.6%	0.0%
b) I enjoy learning about college and career opportunities during school.	61	37.7%	50.8%	11.5%	0.0%
c) I believe my school is offering me ways to better develop my future education and career plans.	61	36.1%	54.4%	6.6%	3.3%
d) My teachers connect our class work to relevant careers.	61	16.4%	49.2%	26.2%	8.2%
e) I am interested in receiving more college and career readiness education and activities.	60	55.0%	38.3%	3.3%	3.3%

Students reported that participation in this year's CCR activities—Northbridge Career Academy, inclusion of CCR topics into advisory, and college and workplace site visits—increased their college and career awareness and readiness skills. The most frequently noted benefits of CCR participation include:

- Increased awareness about different job and career options,
- Increased awareness about different college options,
- Increased understanding of own strengths and weaknesses, and
- Increased likelihood of developing short- and long-term goals for future.

<b>Table 25: Northbridge High School Student Survey: Results of Participation in CCR Activities</b>					
<i>As a result of my participation in college and career activities...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I am more aware about different job and career options.	61	44.3%	44.3%	11.5%	0.0%
b) I am more aware about different college options.	61	44.3%	41.0%	14.8%	0.0%
c) I have increased my research skills for gathering information about colleges and careers that interest me.	61	24.6%	52.5%	23.0%	0.0%
d) I know more about what education is required for different types of jobs.	61	31.1%	52.5%	14.8%	1.6%

<b>Table 25: Northbridge High School Student Survey: Results of Participation in CCR Activities</b>					
<i>As a result of my participation in college and career activities...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
e) I have learned more about which fields currently have better career opportunities.	61	31.1%	52.5%	14.8%	1.6%
f) I have a better understanding of whether a given career is right for me.	60	30.0%	53.3%	16.7%	0.0%
g) I am more likely to develop short- and long-term goals for my future.	61	31.1%	62.3%	6.6%	0.0%
h) I understand my own strengths and weaknesses better.	61	37.7%	45.9%	14.8%	1.6%
i) I feel more prepared for my future (college / career).	61	26.2%	52.5%	19.7%	1.6%
j) I have improved my job search skills (resume, application, interview skills).	61	21.3%	49.2%	23.0%	6.6%

Participation in CCR activities can also impact students' related personal/social skills and educational goals. The most common academic and personal/social impacts, reported by more than 80% of students surveyed, include:

- Increased belief that continuing education after high school is important for their future success,
- Increased effort to do well in school, and
- Increased belief that what they do in school now is important for achieving their future goals.

In addition, approximately three-quarters of students reported communicating more with their family and friends about college and career options due to participation in this year's CCR activities.

<b>Table 26: Northbridge High School Student Survey: Academic &amp; Personal / Social Impacts of Participation in CCR Activities</b>					
<i>As a result of my participation in college and career readiness activities....</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I feel more connected to my school.	61	16.4%	54.4%	29.5%	0.0%
b) I feel more confident in my ability to learn.	61	18.0%	59.0%	23.0%	0.0%
c) I believe more that what I do in school now is important for achieving my future goals.	60	35.0%	48.3%	15.0%	1.7%
d) I try harder to do well in school.	61	42.6%	47.5%	8.2%	1.6%
e) I talk more with my parent(s) / family about college and career options.	61	39.3%	37.7%	16.4%	6.6%
f) I talk more with my friends about college and career options.	61	32.8%	39.3%	24.6%	3.3%
g) It increased my belief that continuing education after high school is important for my future success.	61	47.5%	42.6%	9.8%	0.0%

Finally, students who participated in career exploration or immersion activities (e.g., Career Academies or internships) were asked to describe the benefits of their work-based learning experiences. More than 80% of these students reported increases in their communication skills, level of professionalism, understanding of importance of teamwork, workplace-specific knowledge and skills, and completion of tasks/projects from start to finish.

**Table 27: Northbridge' High School Student Survey: Results of Participation in Work-Based Learning Experiences**

<i>As a result of my internship or work-based learning experience...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
My level of professionalism (attendance, punctuality, appropriate clothes, positive attitude) has increased.	32	34.4%	50.0%	15.6%	0.0%
I have improved my communication skills (written / oral).	32	28.1%	62.5%	9.4%	0.0%
I better understand the importance of working as part of a team.	32	40.6%	46.9%	12.5%	0.0%
I have increased my workplace-specific knowledge and skills.	32	34.4%	53.1%	12.5%	0.0%
I have learned to complete tasks / projects from start to finish.	32	37.5%	50.0%	12.5%	0.0%
I have received useful mentoring / guidance from a supervisor about my education and career opportunities.	30	33.3%	40.0%	16.7%	10.0%

The following student quotes further highlight benefits of an internship or participation in the Northbridge Career Academy.

*The Career Academy has helped me get a better idea on how future jobs would be like in that field of work and fueled my interest towards the topics I learned about.*

*It has helped me figure out what direction I want to head after high school. It has also helped me enjoy school more.*

*Participating in the Career Academy has given me good opportunities. I was able to visit a courthouse and I am able to go to Boston. I also get to learn more about the field of work that I want to participate in after college. It has also helped me prepare myself for college and knowing what I want to do.*

*For me to be a part of the career academy helps me by giving me confidence for my school work knowing that I have the help to get the job or future job that I would like to have.*

*It has allowed me to have opportunities that would otherwise be off limits to other people and allows me to participate in other classes.*

*It has allowed me to follow my dreams even though my grades weren't so great the previous year. I feel I have been given a second chance at going where I want and I love the career academy.*



*The career academy helped me in knowing that in order to get a job you should dress for success and be very professional.*

*It has assisted me in understanding what is the right path for me and if there are any careers out there that I may have an interest in or like while explaining the job or profession in a manner that is entertaining and amusing.*

*It has helped me to get ready by collaborating with different people so I could get ready for the future.*

*The Career Academy helped me by giving me more options in my academy area for classes and for internships.*

## Sustainability

Finally, ICCR members were asked to describe their expectations for continuing their ICCR work in the coming year. With the ICCR grant nearing completion, team members described whether their initiative would be sustainable over the course of the next school year. Middle school personnel anticipated sustaining their current ICCR efforts next year, integrating CCR lesson plans into the 5th- through 8th-grade experience through Naviance, MassCIS activities, career fairs, and related field trips. In addition, the Northbridge school district has two key plans that would be instrumental in sustaining and expanding ICCR activities to middle school students in the future:

- **Piloting Middle School Advisory** – The Northbridge school district planned to pilot a middle school advisory program in the 2015–2016 school year, where they will incorporate CCR curricula.
- **Guidance Transition** – The Northbridge school district also planned to transition one of their high school guidance counselors to the middle school in order to increase efforts to build CCR into middle school students' day through both advisory and developmental guidance lessons. The guidance counselor will teach CCR classes directly to 8th graders. Moreover, Northbridge planned to change their upcoming class schedule to include a double block of social studies. This would likely be the time period used for providing developmental guidance lessons next year.

At the high school level, all ICCR personnel believed they would either sustain or extend current ICCR efforts over the course of the next year with continued refinement of the Academies. More specifically, Northbridge has plans to launch two new academies—Health Sciences and Honors—next year.

## District Profile: Weymouth

The city of Weymouth is located in the South Shore region of the Boston metropolitan area and has approximately 55,000 residents. The school district served approximately 1,000 7th- and 8th-grade students at Maria Weston Chapman Middle School and approximately 2,000 students at Weymouth High School during the 2014–2015 school year.

Prior to participation in the ICCR grant, Weymouth maintained numerous college and career readiness activities at their secondary level, including an established CTE program and a Career Academy program for all 11th and 12th graders, which culminates in a senior capstone project. The district, however, lacked a coordinated and comprehensive scope and sequence of CCR activities that would benefit all students starting at middle school. As such, Weymouth focused their ICCR grant on expanding the initiatives in place and increasing college and career awareness and exploration for their younger students.

### Activities and Accomplishments

Weymouth implemented and expanded a number of college- and career-related activities through their ICCR initiative. ICCR personnel were asked to describe the extent of changes at their participating middle schools and high schools. Five of Weymouth's eight ICCR-related personnel completed a survey reflecting on the extent to which participation in the ICCR grant resulted in achieving programmatic and policy-related changes at the middle school and high school levels.

#### Middle School

At the middle school level, respondents highlighted that participation in the ICCR grant resulted in increased support for and communication about CCR from key stakeholders, with the greatest impacts on the following:

- Increasing support from middle school guidance counselors for adding or improving CCR activities,
- Increasing communication about promoting CCR between the middle schools and the high school,
- Increasing support from district administrators for adding or improving CCR activities at the middle schools, and
- Increasing communication about promoting CCR across positions (e.g., counselors, teachers, administrators) at the middle school.

At the middle school level, the largest programmatic changes identified that resulted from participation in the grant include:

- Developing individual learning plans that will also be utilized when students move to the high school,
- Improving utilization of middle school counselors in provision of CCR education,
- Expanding or improving previously offered CCR curricula/activities at participating middle school, and
- Implementing new CCR curricula/activities at participating middle school.

ICCR team members further described the benefits for their middle school students:

*This is the first time in my 5 years here that ALL middle school students have participated in multiple activities connected to college and career readiness (ILPs, CTE orientation for 7th and 8th, career fair, and other activities related to career options and goals).*

*The ICCR grant has provided [Weymouth] with the opportunity to define and implement CCR for our district. By providing each student with an Individual Learning Plan, MassCIS and CCR opportunities such as the career fair, students are thinking about their futures and learning about the skills and education needed to become successful. They are learning about the various industries and the various careers within as well as those associated with various industries.*

### High School

At the high school level, ICCR personnel also noted increased support for and communication about CCR as a result of participation in the grant. The largest impacts noted include:

- Increased communication about promoting CCR between the middle school and the high school, and
- Increased support from high school guidance counselors for adding or improving CCR activities.

The largest programmatic impacts reported at the high school level include:

- Identifying gaps / missing services in CCR education for high school students, and
- Implementing new CCR awareness–related curricula/activities at the high school.

Key accomplishments at the middle school and high school levels include:

- **Initiated Use of MassCIS** – All 7th- and 8th-grade students enrolled at Weymouth Middle School utilized the Massachusetts Career Information System website for the first time under this grant. Students were introduced to this college and career readiness platform by their guidance counselors in a group setting during a two-class period. All 7th- and 8th-grade students completed career awareness inventories and worked on goal setting.
- **Initiated Individual Learning Plan at the Middle School Level** – Middle school counselors used the MassCIS platform to help implement the ILP process. The guidance counselor met with students in large group settings at least twice per year. ILPs currently include student identified strengths, interests, short- and long-term goals, participation in CCR activities, and student reflections on their learning plan. These plans will become part of the students' guidance record and travel with them to high school. Given the use of different online CCR platforms (MassCIS at the middle school and Naviance at the high school), ILPs are online at the middle school but move to the high school in paper format.

*By implementing ILPs, students can create a plan, add to that plan and track it over time. Students seem to have a better idea of their options for the future and seem to be able to identify their own interests and strengths, which allows them to create an individual plan.*

- **Increased Middle School Students Awareness of Weymouth High School's Career and Technical Education Department** – Representatives of Weymouth High Schools' CTE program have provided 8th graders with a 1.5 hour overview and presentation of their ten CTE programs offered. For the first time, 7th graders were provided with a brief 30-minute introduction and overview about the high school's CTE program.

- Implemented an 8th- and 10th-Grade Career Fair** – The ICCR leadership team, guidance personnel, and district community relations liaisons collaborated to implement a career fair for all 8th- and 10th-grade students at Weymouth High School. The goal of the fair was to increase career awareness and exploration building on students' prior MassCIS and Naviance work. Over 60 businesses and employers participated in the fair, enabling students to explore professions representing 16 different career clusters. In addition, there were many career-oriented workshops provided at the fair, included Dress for Success & Professional Communication, Resume & Interview skills, A Future in the Military, and Use of Social Media. Students were provided with a Career Passport and asked to talk with either six presenters and attend one workshop, or talk with nine presenters. Based on survey results, the majority of both ICCR-related personnel and participating students found the career fair to be effective and useful. As highlighted in the quotes below, creation of the Career Fair also led to increased connections with classroom work and partnerships resulting in future career exploration and immersion opportunities.

*Career fair was a huge success. 500 grade 8 and 500 grade 10 students attended. We had about 60 business partners on hand and they represented the diverse career clusters. ... We got buy-in from the 10th-grade English teachers. The [career fair] passport was then graded and used to complete a writing assignment in ELA class.*

*After the career fair, we were contacted by business participants. We are making arrangements for UPS and Linden Ponds to provide presentations on their companies and then interview students for job placements! We will pilot with these two companies and then look to establish a procedure protocol and then work to grow these opportunities.*

- Launched Career Center at Weymouth High School** – During the second half of the ICCR implementation year, Weymouth launched their Career Center, located in their high school library. The ICCR team utilized the Career Center to pilot the following two CCR workshops: Financial & Economic Literacy and College 101: Navigating a College Web Site. More than 100 11th- and 12th-grade students participated in these workshop series pilots. A full CCR workshop series is being designed for implementation at the Career Center next year. In addition, the Career Center hosted online college chats, where approximately 30 11th-grade students participated.
- Held CCR Staff Professional Development Workshop** – The ICCR team organized a professional development workshop for their 13 professional learning community (PLC) facilitators. These facilitators were targeted in order to bring the discussion of the importance of integrating college and career readiness back to their PLCs for future discussions. The workshop provided an overview of ICCR initiatives and ILP implementation, and provided opportunities for small group discussion about current initiatives and new ideas to integrate college and career readiness into the classroom.
- Initiated CCR Vertical Articulation Team** – Weymouth created the CCR Vertical Articulation Team to pull together at least one representative (teachers, principals, deans) from each grade level from Pre-K through 12th grade to discuss how to fuse college and career readiness with daily teaching habits. Meetings revealed that CCR was happening at even the youngest levels, but that teachers may not be making these connections explicitly with their students. As a result of the ICCR grant, there was an increased understanding of what constitutes college and career readiness skills and activities at different educational levels. Furthermore, teachers were being asked to draw out these connections and think about how to expand and enhance these discussions and activities in the future. Vertical Articulation Team members were asked to determine one thing that could be added in each grade level to better illustrate the college and career connection for lessons already in place.

## Factors for Success

Key factors for success cited include:

- **Dedicated Time, Funding and Support** – Grant financial support and resources, an extended planning period, and related technical assistance are key.
- **Utilizing Key Stakeholders in Development and Improvement of ICCR Initiative** – Respondents noted the importance of having an engaged, motivated, and collaborative team that represents viewpoints of all key stakeholders—including district administration, counselors, teachers, and business representatives. Many also noted the importance of strong leadership and communication between representatives at the middle school and high school.
- **Identifying and Creating CCR Activities for All Students** – The middle school provided new CCR opportunities for all 7th- and 8th-grade students. While 11th and 12th graders have established CCR activities through their selected Career Academy electives and capstone project, the ICCR grant expanded career exploration and awareness for all 10th graders through participation in the career fair.
- **Participation by Community Partners** – Over 60 local businesses and employers worked with Weymouth public schools to build a successful career fair.

## Challenges

ICCR-related personnel also were asked to identify challenges specific to implementing their initiatives at the middle school and high school levels. The most frequently cited challenges include:

- **Available Time and Financial Resources** – Multiple stakeholders noted the challenge of finding available time, staffing, and financial resources necessary to plan, schedule, and implement CCR activities at the middle school and high school levels.

*Finding time within our current schedule to go into the classroom to implement additional CCR activities.*

*Money from the district to sustain CCR activities such as the career fair. We estimated annual cost at around \$2–3K that the district would need to cover. Transportation is the biggest piece of this.*

*From a personnel standpoint, having enough people to work solely on CCR has been a challenge. From a transportation standpoint, we have come across some incredible opportunities to conduct site visits to provide students with a real world understanding of various workplaces/industries, but the cost to provide transportation to the sites is prohibitive.*

- **Buy-in from Key Stakeholders, including District Administrators and Counselors.**

*Buy-in from an already overworked guidance staff. It's been difficult finding the time to focus on the development of CCR workshops given increasing non-CCR duties.*

## Student Outcomes

Both ICCR-related personnel and students were asked to complete a brief survey providing feedback on the college and career readiness activities offered this year and identifying impacts of participation. Survey results are provided separately for the middle school and high school levels.

### Middle School Students

According to ICCR personnel, the largest benefits for middle school students participating in college and career readiness activities implemented this year include:

- Increased students awareness about job and career options
- Increased students' development of short- and long-term personal and educational goals

Other areas of impact noted include increased student awareness about post-secondary options and increased connection to an adult at school.

In addition, more than 250 7th- and 8th-grade students completed the ICCR student survey. It asked them to what extent they agreed or disagreed with statements about college and career readiness efforts at their school and improvements in their academic, personal/social, and workplace-readiness skills due to participation in this year's CCR activities.

Nearly all middle school students surveyed believed that it is important to learn college and career readiness skills during school. However, while more than four-fifths of students believed their school is offering ways to better develop their future education and career plans, only one-half reported that teachers connect class work to relevant careers. The vast majority of students surveyed were interested in receiving more CCR education.

<b>Table 28: Weymouth Middle School Student Survey: Level of Agreement with Statements about College and Career Readiness</b>					
	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I think it is important to learn college and career readiness skills during middle school.	256	41.4%	53.1%	2.3%	3.1%
b) I enjoy learning about college and career opportunities during school.	257	30.4%	55.6%	11.3%	2.7%
c) I believe my school is offering me ways to better develop my future education and career plans.	258	31.4%	54.3%	10.1%	4.3%
d) My teachers connect our class work to relevant careers.	255	10.2%	41.6%	38.0%	10.2%
e) I am interested in receiving more college and career readiness education and activities.	256	40.2%	46.1%	9.0%	4.7%

Students reported that participation in this year's CCR activities—career fair, MassCIS activities, and CTE high school program information—increased their college and career awareness and readiness skills. The largest benefits noted, reported by more than 80% of middle school students surveyed, include:

- Increased awareness about different job and career options,
- Increased likelihood of developing short- and long-term goals for future,

- Increased knowledge about which fields currently have better career opportunities;
- Increased awareness about different college options, and
- Increased knowledge about what education is required for different jobs.

<b>Table 29: Weymouth Middle School Student Survey: Results of Participation in CCR Activities</b>					
<i>As a result of the college and career readiness activities I participated in this year...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I am more aware about different job and career options.	256	37.5%	51.2%	8.6%	2.7%
b) I am more aware about different college options.	255	31.0%	51.0%	14.1%	3.9%
c) I have increased my research skills for gathering information about colleges and careers that interest me.	254	16.9%	40.6%	37.4%	5.1%
d) I know more about what education is required for different types of jobs.	253	31.2%	51.0%	14.6%	3.2%
e) I have learned more about which fields currently have better career opportunities.	254	29.5%	49.2%	16.9%	4.3%
f) I have a better understanding of whether a given career is right for me.	251	21.5%	54.2%	17.5%	6.8%
g) I am more likely to develop short- and long-term goals for my future.	253	32.0%	51.8%	13.4%	2.8%
h) I understand my own strengths and weaknesses better.	254	25.6%	41.3%	27.2%	5.9%
i) I feel more prepared for high school.	254	22.0%	49.6%	21.3%	7.1%

Participation in CCR activities can also impact students' personal/social and educational attitudes and goals. More than 85% of students surveyed reported that participation in this year's CCR activities resulted in:

- Increased belief that continuing education after high school is important for their future success,
- Increased belief that what they do in school now is important for achieving their future goals, and
- Increased effort to do well in school.

<b>Table 30: Weymouth Middle School Student Survey: Academic &amp; Personal / Social Impacts of Participation in CCR Activities</b>					
<i>As a result of the college and career readiness activities I participated in this year...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I feel more connected to my school.	258	5.8%	39.5%	46.5%	8.1%
b) I feel more confident in my ability to learn.	255	15.3%	53.7%	26.3%	4.7%
c) I believe more that what I do in school now is important for achieving my future goals.	256	45.7%	40.6%	11.3%	2.3%
d) I try harder to do well in school.	255	10.8%	43.9%	12.2%	3.1%



**Table 30: Weymouth Middle School Student Survey: Academic & Personal / Social Impacts of Participation in CCR Activities**

<i>As a result of the college and career readiness activities I participated in this year...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
e) I talk more with my parent(s) / family about college and career options.	255	19.2%	34.9%	37.6%	8.2%
f) I talk more with my friends about college and career options.	256	14.8%	37.9%	34.0%	13.3%
g) It increased my belief that continuing education after high school is important for my future success.	256	53.1%	35.9%	7.0%	3.9%

### High School Students

According to ICCR personnel, the largest benefits for high school students participating in college and career readiness activities implemented this year under the ICCR initiative include:

- Increased students' awareness about job and career options,
- Increased students' awareness about post-secondary options,
- Increased students' sense that school is relevant to their future,
- Increased students' ownership of their education and career pathway, and
- Increased students' understanding of whether they are well suited for a given career / course of study.

In addition, one-quarter of 10th- and 12th-grade students completed the ICCR student survey. It asked them to what extent they agreed or disagreed with statements about college and career readiness efforts at their school and improvements in their academic, personal/social, and workplace-readiness skills due to participation in this year's CCR activities.

Nearly all high school students surveyed believed that it is important to learn college and career readiness skills during school. However, while more than four-fifths of students believed their school is offering ways to better develop their future education and career plans, less than half reported that teachers connect class work to relevant careers. The vast majority of students surveyed were interested in receiving more CCR education.

**Table 31: Weymouth High School Student Survey: Level of Agreement with Statements about College and Career Readiness**

	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I think it is important to learn college and career readiness skills during high school.	212	63.2%	32.5%	3.3%	.9%
b) I enjoy learning about college and career opportunities during school.	212	40.6%	50.5%	7.1%	1.9%
c) I believe my school is offering me ways to better develop my future education and career plans.	210	27.6%	57.1%	11.9%	3.3%
d) My teachers connect our class work to relevant careers.	211	11.4%	37.0%	42.2%	9.5%
e) I am interested in receiving more college and career readiness education and activities.	210	33.3%	50.0%	14.8%	1.9%

Students reported that participation in this year's CCR activities—10th-grade career fair, Naviance online activities, career academy electives, senior capstone project, internships—increased their college and career awareness and readiness skills. The largest benefits of CCR participation noted include:

- Increased awareness about different job and career options,
- Increased likelihood of developing short- and long-term goals for future,
- Increased knowledge about what education is required for different jobs, and
- Increased awareness about different college options.

**Table 32: Weymouth High School Student Survey: Results of Participation in CCR Activities**

<i>As a result of the college and career readiness activities I have participated in this year...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I am more aware about different job and career options.	206	25.7%	60.2%	12.1%	1.9%
b) I am more aware about different college options (public / private; 2 & 4 year).	206	25.7%	51.9%	18.9%	3.4%
c) I have increased my research skills for gathering information about colleges and careers that interest me.	206	21.8%	46.1%	29.1%	2.9%
d) I know more about what education is required for different types of jobs.	205	26.3%	53.2%	18.5%	2.0%
e) I have learned more about which fields currently have better career opportunities.	203	21.7%	55.2%	19.2%	3.9%
f) I have a better understanding of whether a given career is right for me.	204	22.1%	51.0%	22.5%	4.4%
g) I am more likely to develop short- and long-term goals for my future.	204	28.9%	52.9%	16.7%	1.5%
h) I understand my own strengths and weaknesses better.	205	23.4%	51.2%	22.9%	2.4%
i) I feel more prepared for my future (college / career).	205	20.0%	51.7%	23.9%	4.4%
j) I have improved my job search skills (resume, application, interview skills).	205	14.6%	50.2%	27.8%	7.3%

Participation in CCR activities can also impact students' personal/social and educational attitudes and goals. More than three-quarters of students surveyed reported that participation in this year's CCR activities resulted in:

- Increased belief that continuing education after high school is important for their future success,
- Increased belief that what they do in school now is important for achieving their future goals, and
- Increased effort to do well in school.

**Table 33: Weymouth High School Student Survey: Academic & Personal / Social Impacts of Participation in CCR Activities**

<i>As a result of the college and career readiness activities I have participated in this year...</i>	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I feel more connected to my school.	208	8.7%	35.1%	51.9%	4.3%
b) I feel more confident in my ability to learn.	207	14.5%	49.8%	32.4%	3.4%
c) I believe more that what I do in school now is important for achieving my future goals.	209	28.7%	52.2%	15.8%	3.3%
d) I try harder to do well in school.	208	31.7%	45.7%	20.7%	1.9%
e) I talk more with my parent(s) / family about college and career options.	209	23.9%	44.5%	25.8%	5.7%
f) I talk more with my friends about college and career options.	207	20.3%	48.3%	26.1%	5.3%
g) It increased my belief that continuing education after high school is important for my future success.	207	44.0%	44.9%	7.7%	3.4%

Finally, students who participated in career immersion activities (e.g., senior capstone projects, internships, and/or co-op experiences) were asked to describe the benefits of their work-based learning experiences. We find that approximately three-quarters or more reported increases in their level of professionalism, communication skills, and completion of tasks/projects from start to finish, as well as useful mentoring and guidance about education and career opportunities.

**Table 34: Weymouth High School Student Survey: Results of Participation in Work-Based Learning Experiences**

<i>As a result of completing my Senior Capstone project, internship, and/or co-op experience...</i>	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) My level of professionalism has increased.	93	34.4%	39.8%	18.3%	7.5%
b) I have improved my communication skills (written / oral).	93	31.2%	46.2%	16.1%	6.5%
c) I better understand the importance of working as part of a team.	93	28.0%	39.8%	21.5%	10.8%
d) I have increased my workplace-specific knowledge and skills.	93	30.1%	37.6%	24.7%	7.5%
e) I have learned to complete tasks / projects from start to finish.	93	33.3%	45.2%	16.1%	5.4%
f) I have received useful mentoring / guidance from a supervisor about my education and career opportunities.	93	32.3%	44.1%	14.0%	9.7%

The following quotes further highlight benefits of participating in career exploration and immersion activities.

*By participating in our internship at Weymouth Health Care to get ready for our CNA certification, I learned a lot about what I would be doing as a CNA once I got my first real job at a long-term care facility. It made me more comfortable working with patients and I learned a lot.*

*By doing the senior capstone project, I realized and got prepared for doing big and difficult projects/tasks in my future. It taught me how to better manage my time and work with others*

*The capstone project helped me a lot with my oral presentation skills. From presenting I got a lot better at talking to an audience.*

*The senior capstone project has helped me prepare for my future in college. I now have a new set of skills that will help me later on while doing projects.*

## Sustainability

Finally, ICCR members were asked to describe their expectations for continuing their ICCR work in the coming year. All team members anticipated sustaining or expanding their current ICCR efforts at the middle school next year.

*At the middle school we hope to build off of what we started this year regarding the ILPs. We hope to create more time within the schedule to complete activities. We also hope to make our students more aware their options for the future.*

At the high school level, building on the work of this year's CCR staff professional development, the ICCR team will continue their work of bringing CCR into the classroom through an extended homeroom once a month. In addition, the guidance department has designed a series of informational workshops to provide students with the necessary skills to succeed in college and career. The following career development education workshops are scheduled for the 2015-2016 academic year: Financial & Economic Literacy, College Financing, Time Management, Navigating a College Website, College Essay Writing, Resume Writing, and Interview Skills.

## Appendix A – ICCR Personnel Survey 2015

### **District and Participant Profile**

1. Which school district do you represent?

- ☐ Chicopee
- ☐ Gill-Montague
- ☐ Hampden-Wilbraham
- ☐ Northbridge
- ☐ Weymouth

2. What type of organization do you represent?

- ☐ K – 12 School District
- ☐ Institution of Higher Education
- ☐ Workforce Development Agency / Workforce Investment Board
- ☐ Business / Employer
- ☐ Community Based Organization
- ☐ Other: \_\_\_\_\_

SKIP – Q2 response K – 12 School District - Questions 3 & 4 below.

3. Which of the following grade spans most closely matches the one you work in?

- ☐ Elementary
- ☐ Middle or Junior High
- ☐ High School
- ☐ District Level
- ☐ Other: \_\_\_\_\_

4. What type of position / role do you hold? Select all that apply.

- ☐ Teacher
- ☐ Guidance Counselor
- ☐ Career Specialist
- ☐ Administrator
- ☐ Other: \_\_\_\_\_

### **FEEDBACK ON ICCR IMPLEMENTATION YEAR**

1. Select the grade span(s) where you have primarily focused your ICCR implementation efforts.

Middle School

High School

Both Middle and High School

*If you select BOTH, you will be taken through a series of questions about key changes at the middle school and then similar questions about the high school.*

***If select Middle School – Q2 - 6***

2. To what extent has your district's participation in the ICCR demonstration grant resulted in the following changes at the middle school level?

	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	Don't Know	Not Applicable to ICCR initiative
a) Increased support from district administrators for adding or improving college and career readiness (CCR) activities at the middle school						
b) Increased support from middle school building administrators for adding or improving CCR activities						
c) Increased support from middle school counselors for adding or improving CCR activities						
d) Increased support from middle school teachers for adding or improving CCR activities						
e) Increased support from parents / guardians of middle school students for adding or improving CCR activities						
f) Increased communication about promoting CCR across positions (e.g., counselors, teachers, administrators) at the middle school						
g) Increased communication about promoting CCR across grade levels at the middle school						
h) Increased communication about promoting CCR between the middle school(s) and high schools(s)						

3. To what extent has your district's participation in the ICCR demonstration grant resulted in the following changes at the middle school level?

	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	Don't Know	Not Applicable to ICCR initiative
a) Promoting CCR education activities already in place for grade K–6 students						
b) Promoting CCR education already in place for 7 <sup>th</sup> - and 8 <sup>th</sup> -grade students						
c) Identifying gaps / missing services in CCR education for grade K–6 students						
d) Identifying gaps / missing services in CCR education for 7 <sup>th</sup> - and 8 <sup>th</sup> -grade students						
e) Developing individual learning plans (ILPs) that will also be utilized when students move to the high school						
f) Implementing new CCR curricula / activities at participating middle school(s)						
g) Expanding or improving previously offered CCR curricula / activities at participating middle school(s)						
h) Integrating CCR curricula directly into academic subjects						
i) Improving utilization of school counselors in provision of CCR education at the middle school						

	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	Don't Know	Not Applicable to ICCR initiative
j) Incorporating input from middle school students into activities developed for the ICCR grant						
k) Improving students' transition between middle school and high school						
l) Increasing outreach to current or potential community partners for involvement in middle school CCR activities						
m) Increasing involvement of current or new community partners in middle school CCR activities						

4. Under the ICCR grant, your middle school implemented the activities listed below. How effective do you think each of these activities has been in promoting college and career readiness for your middle school students?

District tailored ICCR Activities	Not Effective	Somewhat Effective	Very Effective	Don't Know
ICCR Activity 1				
ICCR Activity 2				
ICCR Activity 3				
ICCR Activity 4				
ICCR Activity 5				
Other:				

5. What have been the key challenges in implementing your ICCR initiative at the middle school this year?

6. In general, how do you think the activities implemented this year under the ICCR initiative have impacted your participating middle school students?

	Decreased	Not Changed	Increased A Little	Increased A Lot	Don't Know
a) Students' awareness about job and career options has ...					
b) Students' awareness about post-secondary options has ...					
c) Student development of short-term and long-term personal and educational goals has ...					
d) Students' sense that school is relevant to their future has ...					
e) Students' ownership of their education and career pathway has ...					
f) Students' engagement in school has ...					
g) Students' connection to an adult at school has ...					
h) Students' personal and social skills have ...					



***If select High School – skip to this Q2-6***

2. To what extent has your district's participation in the ICCR demonstration grant resulted in the following changes at the high school level?

	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	Don't Know	Not Applicable to ICCR initiative
a) Increased support from district administrators for adding or improving CCR activities at the high school						
b) Increased support from high school building administrators for adding or improving CCR activities						
c) Increasing support from high school counselors for adding or improving CCR activities						
d) Increased support from high school teachers for adding or improving CCR activities						
e) Increased support from parents / guardians of high school students for adding or improving CCR activities						
f) Increased communication about promoting CCR across positions at the high school (e.g., counselors, teachers, administrators, career center staff)						
g) Increased communication about promoting CCR across grade levels at the high school						
h) Increased communication about promoting CCR between the middle school(s) and high schools(s)						

3. To what extent has your district's participation in the ICCR demonstration grant resulted in the following changes at the high school level?

	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	Don't Know	Not Applicable to ICCR initiative
a) Promoting CCR education already in place for high school students						
b) Identifying gaps / missing services in CCR education for high school students						
c) Developing ILPs that will be utilized throughout high school experience						
d) Implementing new college and career <u>awareness</u> related curricula / activities at participating high school(s)						
e) Implementing new college and career <u>exploration or immersion</u> offerings at participating high school(s)						
f) Expanding or improving previously offered college and career <u>awareness</u> related curricula / activities						
g) Expanding or improving previously offered college and career <u>exploration or immersion</u> related offerings						
h) Integrating CCR curricula directly into academic subjects						
i) Improving utilization of high school counselors in provision of CCR education						
j) Incorporating input from high school students into activities developed for the ICCR grant						

	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	Don't Know	Not Applicable to ICCR initiative
k) Improving students' transition between middle school and high school						
l) Increasing outreach to current or potential community partners for involvement in high school CCR activities						
m) Increasing involvement of current or new community partners in high school CCR activities						

4. Under the ICCR grant, your high school implemented the activities listed below. How effective do you think each of these activities have been in promoting college and career readiness for your high school students?

District tailored ICCR Activities	Not Effective	Somewhat Effective	Very Effective	Don't Know
ICCR Activity 1				
ICCR Activity 2				
ICCR Activity 3				
ICCR Activity 4				
ICCR Activity 5				
Other:				

5. What have been the key challenges in implementing your ICCR initiative at the high school this year?

6. In general, how do you think the activities implemented this year under the ICCR initiative have impacted your participating high school students?

	Decreased	Not Changed	Increased A Little	Increased A Lot	Don't Know
a) Students' awareness about job and career options has ...					
b) Students' awareness about post-secondary options has ...					
c) Student development of short-term and long-term personal and educational goals has ...					
d) Students' understanding whether they are well suited for a given career or course of study has ...					
e) Students' sense that school is relevant to their future has ...					
f) Student ownership of their education and career pathway has ...					
g) Students' career exploration skills ( <i>resume, interviewing, dress code, job shadow</i> ) have...					
h) Students' hands-on experience ( <i>internship, co-op</i> ) has ...					
i) Students' engagement in school has ...					
j) Students' connection to an adult at school has...					
k) Students' personal and social skills have...					

**Achievements from the ICCR Implementation Year**

7. We would like to hear more about your district's success in promoting college and career readiness due to participation in the ICCR Demonstration Grant. Please describe a key success or achievement at your school that you would like to share with other districts.
8. What are the key factors that contributed to your ICCR success listed above?

**Sustainability and Scalability****If middle school**

9. With the ICCR grant ending at the end of the 2014–15 school year, what do you expect will happen during the 2015–16 school year to the activities and strategies you implemented under the ICCR grant?
- ☐ It is unlikely that our team will be able to continue our efforts at the middle school level beyond this year.
  - ☐ Our team will likely continue with some but not all of our current ICCR efforts at the middle school level.
  - ☐ Our team will likely sustain our current efforts at the middle school level for next year.
  - ☐ Our team plans to expand our efforts at the middle school level for next year.

**If high school**

- ☐ It is unlikely that our team will be able to continue our efforts at the high school level beyond this year.
  - ☐ Our team will likely continue with some but not all of our current ICCR efforts at the high school level.
  - ☐ Our team will likely sustain our current efforts at the high school level for next year.
  - ☐ Our team plans to expand our efforts at the high school level for next year.
10. **If not or partially sustain efforts:** Please use the space below to further describe any activities that you plan to continue and your reasons for discontinuing some of your ICCR-related work next year.
- If sustain / expand:** Please use the space below to further describe your team's plans for sustaining and/or expanding your ICCR-related work next year.

**Thank you for taking your time to complete this survey!**  
**Your feedback is greatly appreciated!**



## Appendix B – ICCR Student Survey 2015

### College and Career Readiness Education and Activities Student Survey

The University of Massachusetts Donahue Institute is studying ways that schools provide college and career readiness education. This is your chance to tell us your opinion about these activities at your school. We would appreciate your help to improve programs for Massachusetts students.

The information you provide in this survey is anonymous and private. Your comments will not be shared with others in ways that could identify you.

#### Questions about College and Career Readiness Activities at Your School

1. Your school currently provides a number of college and career readiness activities. **How useful did you find the college and career activities you participated in this year?**

	Very Useful	Somewhat Useful	Not Useful	I did not participate
a) CCR Activity 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) CCR Activity 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) CCR Activity 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) CCR Activity 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) CCR Activity 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. **To what extent do you agree with the following statements?**

	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I think it is important to learn college and career readiness skills during high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I enjoy learning about college and career options during school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I believe my school is offering me ways to better develop my future education and career plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) My teachers connect our class work to relevant careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I am interested in receiving more college and career readiness education and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 3. As a result of the college and career readiness activities I have participated in this year ...

	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I feel more connected to my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I feel more confident in my ability to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I believe more that what I do in school now is important for achieving my future goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I try harder to do well in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I talk more with my parent(s) / family about college and career options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I talk more with my friends about college and career options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I believe more that continuing my education after high school is important for my future success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 4. As a result of the college and career readiness activities I have participated in this year ...

	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I am more aware about different job and career options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I am more aware about different college options (public / private; 2 & 4 year)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I have increased my research skills for gathering information about colleges & careers that interest me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I know more about what education is required for different types of jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I have learned more about which fields currently have better career opportunities ( <i>jobs available, good wages</i> ).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I have a better understanding of whether a given career is right for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I am more likely to develop short- and long-term goals for my future ( <i>such as: doing better in a class; researching colleges; applying for a summer job</i> ).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) I understand my own strengths and weaknesses better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) MS: I feel more prepared for high-school. HS: I feel more prepared for my future ( <i>college / career</i> ).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) HS: I have improved my job search skills ( <i>e.g., resume, application, interview skills</i> ).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Only answer Questions 5 and 6, if you participated in your school's internship program. Otherwise, skip to next page.**

**5. As a result of the internship, I have participated in this year ...**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) My level of professionalism ( <i>attendance, punctuality, appropriate clothes, positive attitude</i> ) has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I have improved my communication skills ( <i>written / oral</i> ).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I understand better the importance of working as part of a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I have increased workplace-specific knowledge and real world experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I have learned to complete tasks / projects from start to finish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I have received useful mentoring / guidance from a supervisor about my education and career opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. We would like to hear your personal success story. Please describe how participating in an internship, work-based learning or co-op experience has helped you.**

**About You and Your School**

1. What grade are you in this year?
2. What is your gender?                    ☐ Female                    ☐ Male                    ☐ Other
3. How would you describe your race / ethnicity? (*Please select all that apply*)  
☐ Asian                    ☐ Black or African American                    ☐ Hispanic or Latino  
☐ White                    ☐ Other: \_\_\_\_\_
4. Are you eligible to receive free or reduced price lunch?                    ☐ Yes    ☐ No    ☐ Don't Know
5. Has your father, mother, brother, or sister attended college?  
☐ Yes                    ☐ No                    ☐ Don't Know
6. Which of the following classes do you take? Select **ALL** that apply.  
☐ Career / Vocational / Trade                    ☐ Advanced Placement (AP) or College courses  
☐ ELL / ESL / Bilingual  
☐ Special Education                    ☐ None of the above  
☐ Honors
7. What are your typical grades?  
☐ Mostly A's                    ☐ Mostly B's                    ☐ Mostly C's                    ☐ Mostly D's and F's
8. Have you ever held a full- or part-time job after school or during the summer?  
☐ Yes                    ☐ No

**Thank you so much for your time and participation!**



## Appendix C – ICCR Personnel Survey Tables - All Respondents

ICCR Personnel Survey Results: Changes in Support and Communication at the Middle School Level Resulting from the ICCR Initiative					
To what extent has your district's participation in the ICCR grant resulted in changes at the MIDDLE SCHOOL level	N	To A Great Extent	To A Moderate Extent	To A Small Extent	Not At All
Increased support from district administrators for adding / improving CCR at the middle school	25	44.0%	40.0%	16.0%	0.0%
Increased support from middle school building administrators for adding / improving CCR	28	25.0%	39.3%	35.7%	0.0%
Increased support from middle school counselors for adding / improving CCR	28	64.3%	21.4%	7.1%	7.1%
Increased support from middle school teachers for adding / improving CCR	24	25.0%	58.3%	16.7%	0.0%
Increased support from parents of middle school students for adding / improving CCR	18	5.6%	27.8%	66.7%	0.0%
Increased communication about promoting CCR across positions at the middle school	25	28.0%	56.0%	16.0%	0.0%
Increased communication about promoting CCR across grade levels at the middle school	24	37.5%	54.2%	8.3%	0.0%
Increased communication about promoting CCR between the middle school and the high school	28	57.1%	35.7%	3.6%	3.6%

ICCR Personnel Survey Results: Changes in Support and Communication at the High School Level Resulting from the ICCR Initiative					
To what extent has your district's participation in the ICCR grant resulted in changes at the HIGH SCHOOL level	N	To A Great Extent	To A Moderate Extent	To A Small Extent	Not At All
Increased support from district administrators for adding / improving CCR at the high school	29	51.7%	31.0%	17.2%	0.0%
Increased support from high school building administrators for adding / improving CCR	32	34.4%	59.4%	6.3%	0.0%
Increased support from high school counselors for adding / improving CCR	31	64.5%	32.3%	3.2%	0.0%
Increased support from high school teachers for adding / improving CCR	31	41.9%	45.2%	12.9%	0.0%
Increased support from parents of high school students for adding / improving CCR	25	12.0%	40.0%	44.0%	4.0%
Increased communication about promoting CCR across positions at the high school	32	40.6%	53.1%	6.3%	0.0%
Increased communication about promoting CCR across grade levels at the high school	30	43.3%	50.0%	6.7%	0.0%

<b>ICCR Personnel Survey Results: Changes in Support and Communication at the High School Level Resulting from the ICCR Initiative</b>					
<b>To what extent has your district's participation in the ICCR grant resulted in changes at the HIGH SCHOOL level</b>	<b>N</b>	<b>To A Great Extent</b>	<b>To A Moderate Extent</b>	<b>To A Small Extent</b>	<b>Not At All</b>
Increased communication about promoting CCR between the middle school and the high school	28	46.4%	39.3%	14.3%	0.0%

<b>ICCR Personnel Survey Results: Programmatic Changes at the Middle School Level Resulting from the ICCR Initiative</b>					
<b>To what extent has your district's participation in the ICCR grant resulted in changes at the MIDDLE SCHOOL level</b>	<b>N</b>	<b>To A Great Extent</b>	<b>To A Moderate Extent</b>	<b>To A Small Extent</b>	<b>Not At All</b>
a) Promoting CCR activities already in place for grade K-6 students	16	6.3%	56.3%	31.3%	6.3%
b) Promoting CCR activities already in place for grade 7-8 students	26	42.3%	30.8%	23.1%	3.8%
c) Identifying gaps / missing services in CCR education for grade K-6 students	16	18.8%	43.8%	37.5%	0.0%
d) Identifying gaps / missing services in CCR education for grade 7-8 students	27	55.6%	44.4%	0.0%	0.0%
e) Implementing new CCR curricula / activities at middle school	27	59.3%	25.9%	14.8%	0.0%
f) Expanding or improving CCR curricula / activities at middle school	27	63.0%	25.9%	11.1%	0.0%
g) Developing individual learning plans (ILPs) to be utilized when students move to HS	25	36.0%	36.0%	20.0%	8.0%
h) Integrating CCR curricula directly into academic subjects at the middle school	22	0.0%	50.0%	27.3%	22.7%
i) Improving utilization of school counselors in provision of CCR education at middle school	25	48.0%	24.0%	20.0%	8.0%
j) Improving students transition between middle school and high school	25	60.0%	32.0%	8.0%	0.0%
k) Incorporating input from middle school students into ICCR developed activities	21	19.0%	47.6%	19.0%	14.3%
l) Increasing outreach to current / potential community partners for involvement in middle school CCR activities	23	34.8%	30.4%	30.4%	4.3%
m) Increasing involvement of current / potential community partners in middle school CCR activities	24	25.0%	50.0%	25.0%	0.0%

<b>ICCR Personnel Survey Results: Programmatic Changes at the High School Level Resulting from the ICCR Initiative</b>					
<b>To what extent has your district's participation in the ICCR grant resulted in changes at the HIGH SCHOOL level</b>	<b>N</b>	<b>To A Great Extent</b>	<b>To A Moderate Extent</b>	<b>To A Small Extent</b>	<b>Not At All</b>
a)Promoting CCR activities already in place for high school students	32	43.8%	46.9%	9.4%	0.0%
b)Identifying gaps / missing services in CCR education for high school students	33	42.4%	54.5%	3.0%	0.0%
c)Implementing new CCR awareness related curricula / activities at high school	31	41.9%	48.4%	9.7%	0.0%
d)Expanding or improving CCR awareness related curricula / activities at high school	29	41.4%	48.3%	10.3%	0.0%
e)Implementing new CCR exploration or immersion offerings at high school	30	40.0%	53.3%	3.3%	3.3%
f)Expanding or improving CCR exploration or immersion offerings s at high school	28	50.0%	42.9%	7.1%	0.0%
g)Developing individual learning plans (ILPs) that will be utilized throughout HS experience	24	29.2%	50.0%	16.7%	4.2%
h)Integrating CCR curricula directly into academic subjects at the high school	25	16.0%	44.0%	40.0%	0.0%
i)Improving utilization of school counselors in provision of CCR education at high school	25	36.0%	52.0%	12.0%	0.0%
j)Improving students transition between middle school and high school	23	30.4%	52.2%	17.4%	0.0%
k)Incorporating input from high school students into activities developed for the ICCR grant	24	37.5%	45.8%	16.7%	0.0%
l)Increasing outreach to current / potential community partners for involvement in high school CCR activities	28	42.9%	35.7%	21.4%	0.0%
m)Increasing involvement of current / potential community partners in high school CCR activities	27	29.6%	51.9%	18.5%	0.0%

*Don't Know and Not Applicable responses removed.*

<b>ICCR Personnel Survey Results: Impacts on Middle School Students Resulting from the ICCR Initiative</b>					
<b>In general, how do you think the activities implemented this year under the ICCR initiative have impacted your participating middle school students ...</b>	<b>N</b>	<b>Increased A Lot</b>	<b>Increased A Little</b>	<b>Not Changed</b>	<b>Decreased</b>
a) Students' awareness about job and career options has ...	26	65.4%	30.8%	3.8%	0.0%
b) Students' awareness about post-secondary options has ...	24	58.3%	37.5%	4.2%	0.0%
c) Students' development of short- and long-term personal and educational goals has ...	26	46.2%	50.0%	3.8%	0.0%
d) Students' sense that school is relevant to their future has ...	25	40.0%	52.0%	8.0%	0.0%
e) Students' ownership of their education and career pathway has ...	24	29.2%	66.7%	4.2%	0.0%
f) Students' engagement in school has ...	21	14.3%	66.7%	19.0%	0.0%
g) Students' connection to an adult at school has ...	23	30.4%	60.9%	8.7%	0.0%
h) Students' personal and social skills have ...	22	22.7%	50.0%	27.3%	0.0%

<b>ICCR Personnel Survey Results: Impacts on High School Students Resulting from the ICCR Initiative</b>					
<b>In general, how do you think the activities implemented this year under the ICCR initiative have impacted your participating high school students ...</b>	<b>N</b>	<b>Increased A Lot</b>	<b>Increased A Little</b>	<b>Not Changed</b>	<b>Decreased</b>
a) Students' awareness about job and career options has ...	31	35.5%	54.8%	9.7%	0.0%
b) Students' awareness about post-secondary options has ...	30	36.7%	53.3%	10.0%	0.0%
c) Students' development of short- and long-term personal and educational goals has ...	29	13.8%	79.3%	6.9%	0.0%
d) Students' sense that school is relevant to their future has ...	27	25.9%	63.0%	11.1%	0.0%
e) Students' understanding of whether they are well suited for a given career or course of study has...	27	11.1%	74.1%	14.8%	0.0%
f) Students' ownership of their education and career pathway has ...	25	20.0%	60.0%	20.0%	0.0%
g) Students' career exploration skills (resume, interviewing, dress-code, job shadow) have ...	30	20.0%	70.0%	10.0%	0.0%
h) Students' hand-on experience (internship, co-op experience) has ...	30	13.3%	60.0%	26.7%	0.0%
i) Students' engagement in school has ...	24	8.3%	75.0%	16.7%	0.0%

<b>ICCR Personnel Survey Results: Impacts on High School Students Resulting from the ICCR Initiative</b>					
<b>In general, how do you think the activities implemented this year under the ICCR initiative have impacted your participating high school students ...</b>	<b>N</b>	<b>Increased A Lot</b>	<b>Increased A Little</b>	<b>Not Changed</b>	<b>Decreased</b>
j)Students' connection to an adult at school has ...	25	32.0%	68.0%	0.0%	0.0%
k)Students' personal and social skills have ...	23	13.0%	69.6%	17.4%	0.0%

## Appendix D – ICCR Student Survey Tables – All Respondents

Middle School Student Survey: Level of Agreement with Statements about College and Career Readiness					
	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I think it is important to learn college and career readiness skills during middle school.	858	36.7%	56.5%	5.2%	1.5%
b) I enjoy learning about college and career opportunities during school.	860	32.9%	53.0%	11.7%	2.3%
c) I believe my school is offering me ways to better develop my future education and career plans.	857	36.2%	50.3%	10.5%	3.0%
d) My teachers connect our class work to relevant careers.	855	9.5%	42.5%	38.8%	9.2%
e) I am interested in receiving more college and career readiness education and activities.	857	33.4%	52.3%	12.3%	2.1%

Middle School Student Survey: Impacts of Participation in CCR Activities					
<i>As a result of the college and career readiness activities I participated in this year...</i>	N	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I am more aware about different job and career options.	848	40.0%	51.3%	7.5%	1.2%
b) I am more aware about different college options.	845	30.2%	52.7%	14.9%	2.2%
c) I have increased my research skills for gathering information about colleges and careers that interest me.	843	18.7%	42.8%	34.3%	4.2%
d) I know more about what education is required for different types of jobs.	841	31.0%	52.3%	14.1%	2.5%
e) I have learned more about which fields currently have better career opportunities.	841	27.1%	51.2%	18.1%	3.6%
f) I have a better understanding of whether a given career is right for me.	836	27.6%	49.8%	18.3%	4.3%
g) I am more likely to develop short- and long-term goals for my future.	842	34.6%	50.8%	12.2%	2.4%
h) I understand my own strengths and weaknesses better.	842	28.7%	43.8%	23.2%	4.3%
i) I feel more prepared for high school	844	31.5%	46.6%	16.7%	5.2%

<b>Middle School Student Survey: Academic &amp; Personal / Social Impacts of Participation in CCR Activities</b>					
<i>As a result of the college and career readiness activities I participated in this year...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I feel more connected to my school.	854	8.5%	44.4%	40.3%	6.8%
b) I feel more confident in my ability to learn.	850	19.3%	54.4%	22.9%	3.4%
c) I believe more that what I do in school now is important for achieving my future goals.	848	45.2%	43.0%	9.6%	2.2%
d) I try harder to do well in school.	845	42.7%	43.4%	12.0%	1.9%
e) I talk more with my parent(s) / family about college and career options.	840	19.6%	38.7%	33.8%	7.9%
f) I talk more with my friends about college and career options.	848	14.4%	36.0%	37.7%	11.9%
g) It increased my belief that continuing education after high school is important for my future success.	846	51.4%	39.1%	7.2%	2.2%

<b>High School Student Survey: Level of Agreement with Statements about College and Career Readiness</b>					
	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I think it is important to learn college and career readiness skills during high school.	758	62.1	35.5	1.7	0.7
b) I enjoy learning about college and career opportunities during school.	758	36.1	51.7	10.3	1.8
c) I believe my school is offering me ways to better develop my future education and career plans.	756	26.2	59.7	11.2	2.9
d) My teachers connect our class work to relevant careers.	754	13.3	42.4	33.7	10.6
e) I am interested in receiving more college and career readiness education and activities.	753	35.3	48.9	13.4	2.4



<b>High School Student Survey: Results of Participation in CCR Activities</b>					
<i>As a result of the college and career readiness activities I have participated in this year...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I am more aware about different job and career options.	750	29.7%	52.7%	15.3%	2.3%
b) I am more aware about different college options (public / private; 2 & 4 year).	750	28.1%	50.5%	18.5%	2.8%
c) I have increased my research skills for gathering information about colleges and careers that interest me.	749	23.4%	48.1%	25.8%	2.8%
d) I know more about what education is required for different types of jobs.	749	26.2%	51.3%	20.2%	2.4%
e) I have learned more about which fields currently have better career opportunities (jobs available, good wages).	747	23.3%	51.9%	20.9%	3.9%
f) I have a better understanding of whether a given career is right for me.	745	23.2%	52.3%	20.9%	3.5%
g) I am more likely to develop short- and long-term goals for my future (such as: doing better in a class, researching colleges, or applying for a summer job).	747	25.0%	55.8%	17.1%	2.0%
h) I understand my own strengths and weaknesses better.	745	24.2%	52.6%	20.1%	3.1%
i) I feel more prepared for my future (college / career).	748	20.2%	51.6%	23.7%	4.5%
j) I have improved my job search skills (resume, application, interview skills).	746	19.7%	48.4%	25.7%	6.2%

<b>High School Student Survey : Academic &amp; Personal / Social Impacts of Participation in CCR Activities</b>					
<i>As a result of the college and career readiness activities I have participated in this year...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a) I feel more connected to my school.	756	9.6%	41.0%	43.0%	6.4%
b) I feel more confident in my ability to learn.	751	14.1%	53.5%	28.2%	4.1%
c) I believe more that what I do in school now is important for achieving my future goals.	750	31.9%	48.8%	15.7%	3.6%
d) I try harder to do well in school.	750	30.4%	49.5%	17.7%	2.4%
e) I talk more with my parent(s) / family about college and career options.	754	26.0%	46.4%	21.0%	6.6%
f) I talk more with my friends about college and career options.	750	21.7%	46.5%	25.9%	5.9%
g) It increased my belief that continuing education after high school is important for my future success.	749	41.5%	43.9%	11.6%	2.9%

<b>High School Student Survey: Results of Participation in Work-Based Learning Experiences</b>					
<i>As a result of my internship or work-based learning experience...</i>	<b>N</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
My level of professionalism (attendance, punctuality, appropriate clothes, positive attitude) has increased.	195	39.0%	41.0%	15.4%	4.6%
I have improved my communication skills (written / oral).	177	32.8%	48.6%	13.6%	5.1%
I better understand the importance of working as part of a team.	195	35.4%	42.1%	15.9%	6.7%
I have increased my workplace-specific knowledge and skills.	194	36.6%	41.8%	17.0%	4.6%
I have learned to complete tasks / projects from start to finish.	195	40.0%	43.1%	13.3%	3.6%
I have received useful mentoring / guidance from a supervisor about my education and career opportunities.	193	36.3%	43.0%	11.9%	8.8%